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ABSTRACT

The two curriculum guides presented in this document are designed to provide teachers with tools for planning instructional programs in physical education in grades 1 and 2 based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. Each guide includes six major instructional areas: (1) physical fitness, (2) motor development, (3) rhythm and dance, (4) games and sports, (5) tumbling and gymnastics, and (6) personal development. Scope and sequence charts display the core content of the course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. Included in each guide are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

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GRADE ONE

PHYSICAL EDUCATION

FORT WORTH

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FORT WORTH, TEXAS
1989

SP 032 121

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GRADE ONE

PHYSICAL EDUCATION

FORT WORTH

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FORT WORTH, TEXAS
1989

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

*"The challenge ... is to prepare **all** students to participate in further education and to become productive employees..."*

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

The physical education curriculum, Grades PK-12, has been developed as a tool for assisting physical education teachers in planning, implementing, and assessing their daily instructional programs. We feel certain that the teachers will welcome this document as it was prepared especially for them and for the students they teach.

This publication is a compilation of material from several sources. It is based, however, on the goals for physical education from the Texas Education Agency. Much time and effort have been given to field testing, writing, and revising this guide to develop a useful instructional tool.

Special acknowledgment is extended to the team members and other educators who served on the curriculum development committee. We are grateful to the following committee members for their valuable contributions to the preparation of this guide:

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Gerri Moore, Program Director
Physical Education

PHYSICAL EDUCATION
GRADES PK-12

PHILOSOPHY

The physical education program is an integral part of the total educational process. It is an educational program that is fun, yet it provides vital learning experiences. Physical education is that part of the curriculum which develops knowledge and skills through the concepts and principles of human movement. The philosophy of the program is based on the unity of mind and body. Physical education, therefore, promotes physical awareness and positive attitudes in the way students think, act, and feel toward living a better life.

The emphasis of the program is directed toward the development of fitness through a progression of physical activities. The current trend in this field is to develop the "whole child" and to learn by doing. Although physical education and interscholastic athletics often include the same or similar activities, their program objectives are quite different and neither should be substituted for the other.

The physical education program provides the student an opportunity to develop neuro-muscular skills through physical activities and to realize the potential of the body. Physical activity is the means of expressing feelings, ideas, and emotions while fulfilling the basic human need for movement. Organized games, sports, rhythms, tumbling, and gymnastics become laboratory experiences in which intellectual, social, cultural, and emotional understandings and personal responsibilities are developed.

We recognize that students and school settings are unique as we endeavor to implement a physical education program to meet their individual needs, interests, and abilities. Even so, students are encouraged to acquire certain lifetime attitudes and practice living habits that are vital to a healthy future.

PHYSICAL EDUCATION
GRADES PK-12

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning an instructional program in physical education which is based on the Texas Education Agency essential elements as well as on the goals and objectives of the Fort Worth Independent School District. It is designed to provide continuity in instruction from elementary grades through high school and to assist teachers in planning, implementing, and evaluating instruction which will promote mastery of a common core curriculum.

This guide is designed to follow a sequence of six (6) major instructional areas:

I. Physical Fitness - to improve the quality of life.
II. Motor Development - to develop a positive body image and self-confidence.
III. Rhythms and Dance - to develop coordination, creativity, self-awareness, and endurance.
IV. Games and Sports - to develop skills common to games and team sports.
V. Tumbling and Gymnastics - to develop sequential tumbling and gymnastic skills.
VI. Personal Development - to develop personal and social skills for living.

These six major areas address the developmental and behavioral needs of students through a variety of physical activities. Every area is important if all students are to develop to their potential-physically, mentally, emotionally, and socially.

It is recognized that individual student differences exist within each school throughout the district. These variables make each instructional need unique. As a result, the physical education program is also unique in that it must meet the needs of all students. This guide, therefore, provides suggested activities to meet individual needs, interests, and physical abilities.

PHYSICAL EDUCATION
GRADES PK-12

GOALS

The overall goal of the physical education program is to influence the psychomotor, cognitive, and affective behavior of students through a well-defined, logical sequence of physical education experiences from basic movement education to physical activities for lifetime. The following subgoals are emphasized:

1. The learner will develop physical fitness through activities which stress the development of cardiovascular endurance, muscular strength, and body coordination.

2. The learner will participate in the progression of skills in various group activities and team sports to achieve desired developmental outcomes.

3. The learner will demonstrate an awareness of recreational activities and lifetime sports to meet personal needs and interests for leisure time.

PROGRAM OBJECTIVES

The objectives of an effective physical education program are achieved through a planned, sequential curriculum which incorporates the following:

1. The learner will develop and maintain physical fitness through activities which aid muscular strength, flexibility, agility, coordination, balance, posture, and cardiovascular endurance.

2. The learner will demonstrate understanding of motor skills and learn to move creatively, skillfully, effectively, and safely through exercises, games, sports, rhythms, and gymnastics.

3. The learner will acquire an appreciation and proper regard for social skills, rules, authority, and sportsmanship.

4. The learner will be able to experience enjoyment and express a sense of personal well-being, respect for others, interpersonal relationships, and participation in physical activities.

5. The learner will understand the competitive nature and safety aspects of the program and will identify the strategies of the physical education activities.

6. The learner will develop an interest in skills for living and identify positive health concepts for voluntary participation in individual fitness, community programs, and leisure time activities.

PHYSICAL EDUCATION
GRADES PK-12

P rovide a variety of physical and vigorous activities.

H elp each student develop a positive self-image.

Y our attitude is contagious. Be pleasant and positive.

S tudents appreciate a teacher who can admit, "I don't know. Let's find out."

I magination can solve many equipment and space problems.

C reative activities should be included throughout the year.

A ll students need daily activity organized for maximum participation.

L ook for ways to involve the handicapped and special students.

E xcluding students for punishment should be avoided unless other efforts fail.

D evelop good safety habits and wellness lifestyles.

U se student ideas in planning and implementing class activities.

C reate an atmosphere that is conducive to fun and relaxation.

A dapt activities to individual abilities, interests, and needs.

T he student is being taught - the activities are only tools.

I t is not whether you win or lose, but how you play the game.

O pportunities to develop leadership abilities should be provided for each student.

N othing improves a program more than periodic assessments and ongoing evaluations.

Physical Education
GRADE 1
OBJECTIVES

THE LEARNER WILL:	ELEMENTS ESSENTIAL
A. Physical Fitness	
1. Participate in daily exercises	1
2. Demonstrate good posture and body mechanics	2A,5A
3. Climb, hang, and jump from overhead apparatus	1,5A,B
4. Demonstrate speed and coordination	2B
B. Motor Development	
1. Identify ten body parts	2B
2. Perform locomotor movements	2A,B
3. Perform non-locomotor movements	2A,B
4. Identify personal space	2B
5. Perform posture and body mechanics	2A
C. Rhythms and Dance	
1. Follow directions or cues to music	3A
2. Perform simple dances	3A-C
3. Demonstrate fundamental and creative rhythms	3A,B
D. Games and Sports	
1. Demonstrate ball-handling skills (bounce, toss, roll, kick, throw, catch)	4A,B
2. Handle and jump long rope from stand-in position	4A-C
3. Participate in running games and relays	4A-C
E. Tumbling and Gymnastics	
1. Recognize basic tumbling terminology	5
2. Execute forward roll, backward roll, and log roll	1,5B
3. Walk low balance beam forward and backward	1, 2A, 5A, B
4. Perform individual stunts and group stunts (stationary and moving stunts)	5A,B
F. Personal Development	
1. Display positive attitudes toward individual and group participation	4C
2. Demonstrate good sportsmanship by showing courtesy to and cooperating with others	4C
3. Follow directions, class rules, and safety prodcedures	4C

SCOPE AND SEQUENCE--PHYSICAL EDUCATION PK-5

Gr.	Physical Fitness	Motor Development	Rhythms and Dance
PK-K	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence
1	Participates in daily exercises Demonstrates good posture and body mechanics Climbs, jumps, and hangs from overhead apparatus Demonstrates speed and coordination	Identifies ten body parts Performs locomotor movements Performs non-locomotor movements Identifies personal space Performs posture and body mechanics	Follows directions or cues to music Performs simple dances Demonstrates fundamental and creative rhythms
2	Participates in fitness activities Pulls up and hangs from overhead Participates in relays and running games	Performs body mechanics skills Performs all locomotor movements Performs all non-locomotor movements Executes a combination of movements	Responds to moods in music Changes steps and partners to music Creates simple dance patterns Participates in musical and rhythmic activities
3	Practices proper fitness techniques • warm-up/cool-down exercises Performs daily fitness activities Performs skills on Fitness Test	Develops body awareness through movement Participates in movements using balance, agility, and flexibility Establishes continuity of locomotor and non-locomotor movement Solves movement exploration problems	Practices movements to musical accompaniment Performs folk dances and square dances Performs line dances and circle dances Participates in aerobic activities to music
4	Executes variety of fitness exercises Participates in aerobic exercises Practices to increase muscular strength Demonstrates average level on Fitness Test • flexibility • muscular strength • cardiovascular endurance • body composition	Demonstrates an understanding of qualities of movement Performs creative and expressive movements Moves freely upon command Uses equipment while moving through guided discovery activities	Executes five basic dance steps Senses musical phrasing Performs movements while changing • mood • tempo • accents • rhythmic beats Participates in rhythmic activities using hand apparatus
5	Participates in daily fitness activities Explains meaning of physical fitness Performs average level on Fitness Test Demonstrates knowledge of activities to improve personal fitness	Demonstrates body awareness and body management Solves movement problems Performs individual and group movement exploration activities	Performs modern and folk dances Executes various dance steps • two-step • waltz step • schottische • tinikling Creates movement sequences and interpretive dances to music

SCOPE AND SEQUENCE--PHYSICAL EDUCATION PK-5

Games and Sports	Tumbling and Gymnastics	Personal Development	Gr.
See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	PK-K
Demonstrates ball-handling skills • throw and catch • roll and kick • toss and bounce Handles and jumps rope Participates in running games and relays	Recognizes basic tumbling terminology Executes three tumbling skills • forward, backward, and log roll Walks low beam foward and backward Performs individual and group stunts • stationary stunts • moving stunts	Displays positive attitudes toward group participation Demonstrates good sportsmanship • cooperation • courtesy Follows directions, class rules, and safety procedures	1
Plays low organizational games Participates in rope jumping activities Participates in team games and group activities Practices ball-handling skills	Performs two new tumbling skills Demonstrates two new balancing skills Travels and dismounts from overhead apparatus Demonstrates safety practices while using gymnastic equipment	Performs assigned tasks Follows a sequence of directions Demonstrates good sportsmanship Demonstrates capability to work independently Displays courtesy toward others	2
Participates in lead-up games • net games • softball • soccer • volleyball Participates in relay, track and field events Demonstrates rope jumping skills Participates in recreational and cooperative games Learns rules and fundamentals of sports-related activities	Executes five tumbling skills • forward, backward, and dive rolls; • cartwheeel and • roundoff Demonstrates five skills on various apparatus • parallel bars • tumbling table • horizontal bar • vaulting horse • balance beam Performs individual, partner, and group stunts	Displays self-control and cooperation Demonstrates responsibility as a leader Recognizes strengths and weaknesses in physical abilities Uses safety procedures during class activities Recognizes the importance of rules	3
Participates in lead-up games and team sports (basketball, soccer, softball, volleyball, track and field events) Practices techniques and skills common to sports Demonstrates knowledge of rules and strategies of team sports Performs scorekeeping and officiating duties	Executes ten tumbling skills Performs stunt & pyramid building Demonstrates skills on apparatus (horizontal bar, parallel bars, vaulting horse, tumbling table, balance beam) Demonstrates safety techniques while using gymnastic equipment Performs simple tumbling or floor exercise routine	Demonstrates courtesy and fair play Cooperates in solution of common problems Accepts decisions made by person in authority Recognizes consequences of misbehavior Recognizes that being active is more important than winning	4
Demonstrates knowledge of games, individual and team sports (rules, strategies, fundamentals, terminology and scorekeeping) Participates in leisure and recreational activities Demonstrates knowledge of procedures for setting up sports equipment	Executes floor exercises and tumbling routines Performs simple routines on gymnastic equipment Describes body mechanics and progressions in tumbling and gymnastics Identifies terms, definitions, and safety factors of gymnastics	Identifies individual strengths and weaknesses Shows respect for self and others Accepts rules and decisions made by authority Recognize contributions made by participants in group, game, and physical activities	5

PHYSICAL EDUCATION, GRADE 1

A. PHYSICAL FITNESS

OBJECTIVE 1: PARTICIPATE IN DAILY EXERCISES

Resources

TEACHING ACTIVITIES:

1. Demonstrate the following body conditioning exercises to be used during the daily warm-up session: Diagram attached

   - rag doll
   - skyscraper
   - alternate toe touch
   - knee push-ups
   - sit-ups

2. Have students mirror each exercise and tell what part of the body is being used in the exercises.

3. Ask students to name the parts of the body that are used in these conditioning exercises.

Assessment:

1. Have students execute the listed exercises upon teacher's command.

2. Ask students to name the parts of the body that are used in these conditioning exercises.

RETEACHING ACTIVITY: Pair students and have them practice the exercises assigned to their team. Partners are to help each other by providing assistance as needed to perform the exercises correctly.

Assessment: Have the student evaluate his/her partner's performance by observing for correct form or procedure for the exercises.

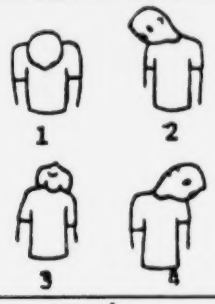
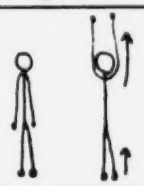
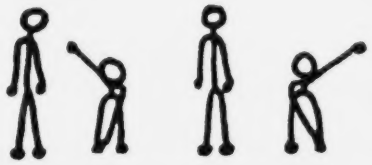
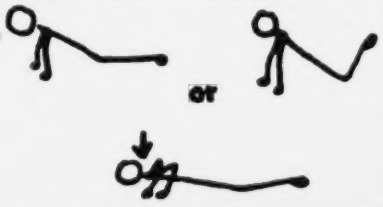
EXTENSION:

1. Have student demonstrate a body-conditioning exercise for the class.

2. Ask the other students to name the exercise that is demonstrated and tell what body part or parts are being used by the leader.

Assessment: Observe the student demonstrations of a conditioning exercise and have the class tell the differences between the exercise.

DAILY EXERCISES

Rag Doll 	**Action** Standing with feet together and arms at sides, count 1, bend head forward to touch chin to chest; count 2, rotate head sideward to position above right shoulder; count 3, rotate head backward to look at ceiling; count 4, rotate head sideward to postition above left shoulder. **Principal values** Flexibility, relaxation
Sky Scraper 	**Action** Standing straight with arms at side, count 1-4 and slowly rise on the toes, while stretching arms above head. Full extension should be reached by the fourth count. **Principal value** Relaxation
Alternate Toe Touch 	**Action** In stride position, knees straight, bend to touch right toe with left hand. Repeat, touching left toe with right hand. **Principal value** Coordination
Knee Push-Up 	**Action** On hands and knees with feet either touching floor or raised in the air, slowly lower trunk by bending. **Principal value** Arm and shoulder strength
Sit-up	**Action** Lying on back, hands behind head, knees bent with feet flat on floor, slowly rise to a sitting position by raising head, then shoulder and back, without lifting feet from floor. **Principal value** Abdominal strength **Suggestions** If children experience difficulty, have another child hold his feet to the floor or raise only his head and shoulders off the floor.

PHYSICAL EDUCATION, GRADE 1

A. PHYSICAL FITNESS

OBJECTIVE 2: DEMONSTRATE GOOD POSTURE AND BODY POSITIONS

Resources

TEACHING ACTIVITIES:

1. Discuss the importance of good posture by presenting chart which compares good, fair, and poor posture. — Posture Chart attached
2. Have students discuss the difference among the three posture positions that are listed on the attached posture chart.

Assessment: Have students point out the differences among the three different positions shown on the chart. Discuss the importance of good posture with the class.

RETEACHING ACTIVITIES:

1. Group the class into teams and have them check each other's posture using the chart illustrations. — Posture Check Sheet attached
2. Have students check the position of the back to decide whether their partner demonstrates good, fair, or poor posture.

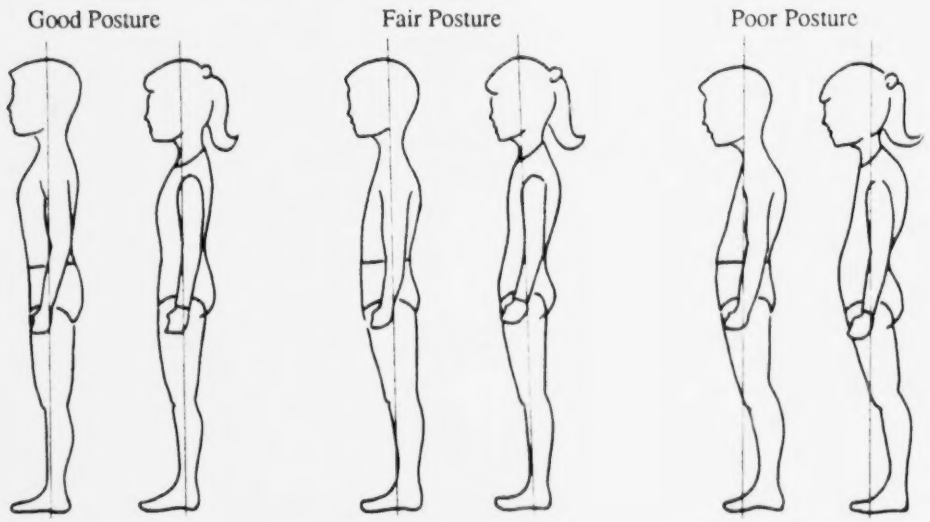
Assessment: Observe each student for correct posture. Use the attached posture check sheet for criteria.

EXTENSION:

1. After completing the posture check sheet for each student, analyze the student's posture.
2. Make corrective adjustments as needed.

Assessment: Have students study their posture check sheet to determine whether they have good posture.

POSTURE CHART



Good Posture	Fair Posture	Poor Posture
Head up, chin in, head balanced above the shoulders with the tip of the ear directly above the point of the shoulders, eyes ahead	Head forward slightly	Head noticeably forward, eyes generally down
Shoulders back and easy with the chest up	Chest lowered slightly	Chest flat or depressed
Lower abdomen in and flat	Lower abdomen in but not flat	Shoulder blades show winged effects
Slight and normal curves in the upper and lower back	Back curves in but not flat	Abdomen relaxed and prominent
Knees easy	Knees back slightly	Back curves exaggerated
Weight balanced with toes pointed forward	Weight a little too far back on heels	Knees forced back in back-kneed position
		Pelvis noticeably tilted down
		Weight improperly distributed

Posture Check Sheet

Name_____ Grade_____ School_____
Date_____Check made by_____

SIDE VIEW

Head		
Erect, chin in_____	Somewhat forward_____	Markedly forward_____
Upper Back		
Shoulders back_____	Slightly rounded_____	Round shoulders_____
Lower Back		
Slightly natural curve_____	Moderate curve_____	Hollow back_____
Abdomen		
Flat_____	Slight protrusion_____	Protruding_____
Knees		
Relaxed_____	Slightly back_____	Hyperextended_____
Feet		
Pointed ahead_____	Somewhat out_____	Pointed out_____

FRONT AND BACK VIEW

Shoulders		
Level_____	Slightly uneven_____	Considerably uneven_____
Hips		
Level_____	Slightly uneven_____	Considerably uneven_____
Back of Ankles and Feet		
Heel and ankle straight_____	Turned out somewhat_____	Pronated_____

Remarks

PHYSICAL EDUCATION, GRADE 1

A. PHYSICAL FITNESS

OBJECTIVE 3: PRACTICE CLIMBING AND HANGING ON OVERHEAD APPARATUS

Resources

TEACHING ACTIVITIES:

1. Before students climb on an overhead bar, ladder, or jungle gym, demonstrate three types of grips that may be used to hang on the overhead apparatus.

2. Explain why it is important to use a firm grip. Have students practice their grips as they hang from a low bar or stick that is held by the teacher. See attached diagram of the three gripping skills.

Gripping Skills Diagram attached

Assessment:

1. Have students practice the three grips on the overhead ladder or jungle gym as they climb on overhead apparatus.

2. Ask the students to tell the importance of the three grips.

RETEACHING ACTIVITIES:

1. Demonstrate the modified pull-ups on an overhead ladder or on their equipment.

2. Have students practice this pull-up by keeping body straight, pulling up to climb, and then hanging from the bar.

Assessment:

1. Have students execute the modified pull-up while watching for the use of correct grips.

2. Check students to see how long they hang from the apparatus.

3. Students should try to hold bar for 5 seconds, using the grip that best suits the student.

EXTENSION: Have students climb, grip, and hang from overhead apparatus on command.

Assessment: Observe students climbing and hanging from overhead apparatus to determine which of the grips are used most successfully.

Gripping the Bar

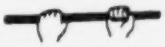
- Double Overgrip - (foregrip) means that both hands are on the top of bar with fingers wrapped around bar and pointing away from performer.

Foregrip

- Double Undergrip - (reverse) means that both hands are reaching under the bar with palms up and fingers wrapped around bar pointing toward student.

Reverse

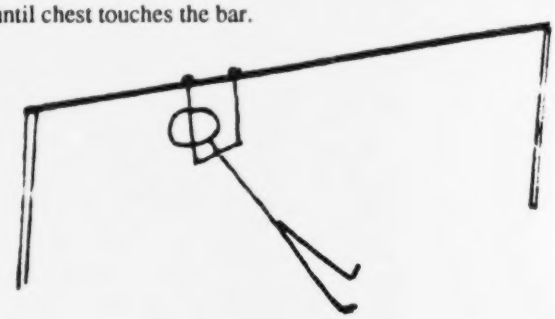
- Mixed Grip - means that one hand has an overgrip and the other hand has an undergrip.



Mixed

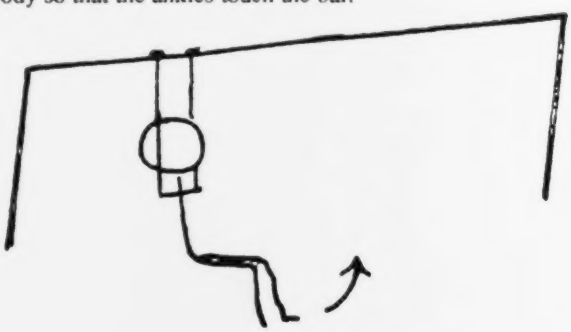
Modified Pull Up

1. Grasp the low bar with arms extended full length and heels resting on the ground.
2. Keep body straight and pull up until chest touches the bar.
3. Hang with arms straight.
4. Repeat.



Ankles to the Bar

1. Hang from bar with double overgrip.
2. Lift legs and pull knees close to body so that the ankles touch the bar.



PHYSICAL EDUCATION, GRADE 1

A. PHYSICAL FITNESS

OBJECTIVE 4: PARTICIPATE IN DAILY EXERCISES

Resources

TEACHING ACTIVITY:

1. Explain to students that two or more skills or actions can be combined to make something happen and this action is called "coordination."

2. Demonstrate the kangaroo hop (see attached exercise) and stress the actions separately. Show what happens when actions are combined.

3. Have students practice the kangaroo hop in a line while following the leader.

Illustrations of Exercises:
Kangaroo Hop
Crab Walk
Jump and Slap

Assessment:

1. Have students execute the kangaroo hop, starting and stopping upon command.

2. Ask students to name the body parts to be used during this activity. Observe the coordination of body parts while executing the crab walk.

RETEACHING ACTIVITIES:

1. Demonstrate the crab walk (using attached exercise illustrations).

2. Explain the combination of the body parts to be used during this activity. Observe the coordination of body parts while executing the crab walk.

3. Pair students in relay teams and ask students to participate in a crab-walk race.

Assessment: Have the students execute the crab walk. Have the class name the body parts that are used during this coordination activity.

EXTENSION:

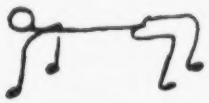
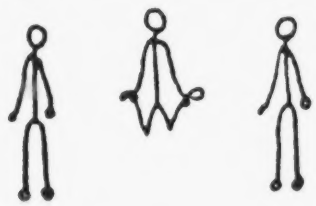
1. Demonstrate the jump and slap coordination stunt.

2. Explain the importance of the coordination skills and the use of body parts that are needed in this stunt.

3. Explain that this coordination stunt is a combination of three skills (jumping, bending, and slapping) while using the body, legs, feet, and hands.

Assessment: Have students execute the jump and slap coordination stunts. Observe the students' coordination skills while they jump in the air, bend their knees, and slap their heels with their hands.

COORDINATION ACTIVITIES

Name	Directions
Kangaroo Hop 	**Action** From squat position, arms folded across the chest, jump into the air as high and as far as possible. Return to squat position. **Principal values** Leg strength and coordination **Suggestion** Lean slightly forward as jump is made to carry body forward. Correct landing is necessary--bend ankles, knees, and hips to absorb the jar of landing.
Crab Walk 	**Action** From squat position, reach backward placing both hands on the floor. Lift body so that weight is on hands and feet. With head, neck, and body in a straight line, move forward, backward, and side to side. **Principal values** Abdominal strength and coordination
Jump and Slap 	**Action** Stand with feet slightly apart, hands at sides. Jump into the air, bending knees to bring heels up to sides; slap heels with hands. **Principal value** Coordination

PHYSICAL EDUCATION, GRADE 1

B. MOTOR DEVELOPMENT

OBJECTIVE 1: IDENTIFY TEN BODY PARTS

Resources

Motor Awareness Check List

TEACHING ACTIVITIES:

1. Identify ten body parts to the students. (See list included with lesson.)

2. Explain that each body part can move in some manner. Example: up, down, circle, backward, forward

3. Discuss the different speeds at which these parts of the body can move. Example: fast or slow.

Assessment:

1. Have the students point to the listed body parts on the Motor Awareness Check List and have them show how they can move each body part.

2. Ask students to show the speed at which they can move each body part. How fast? How slow?

RETEACHING ACTIVITIES:

1. Pair the students into teams and direct students to close their eyes and move the part of the body named by their partner.

2. Each partner should tell the other whether he or she moved the correct or incorrect body part.

3. The partners should show each other different ways to move body parts. Partners should mirror each movement demonstrated.

Assessment: Observe the students in pairs as they respond to each other. Assess their knowledge of the ten body parts during this activity.

EXTENSION: Have students balance a beanbag on each of the body parts as the teacher names them. Ask students to discover the movements and body position needed to place or hold the beanbag. Example: What do you have to do to hold the beanbag on your chest?

Assessment: Observe students balance a beanbag on each of the body parts named.

MOTOR AWARENESS CHECK LIST

Name_____ Date_____

Ask the child to touch the following body parts:

Arms_____	Legs_____	Ankles_____	Feet_____
Knees_____	Elbows_____	Chest_____	Wrist_____
Toes_____	Chin_____	Shoulders_____	Waist_____

B. PHYSICAL FITNESS

OBJECTIVE 2: PERFORM LOCOMOTOR MOVEMENT SKILLS

Resources

TEACHING ACTIVITIES:

1. Demonstrate the following locomotor skills: walk, run, jump, hop, gallop, slide, skip, and leap. Have students practice these locomotor skills while moving in a circle.

2. Ask students to execute these skills at different speeds. Example: fast or slow.

Assessment: Observe students performing the eight locomotor movement skills and have them execute them at different speeds upon command by the teacher.

RETEACHING ACTIVITIES:

1. Demonstrate the eight locomotor movement skills while standing in place and while traveling.

2. Have students choose a partner and perform each of the eight locomotor skills while holding their partner's hand.

Assessment: Observe students execute the eight locomotor movement skills standing in place and while traveling. Check to see if students execute each skill properly.

EXTENSION:

1. Have students perform all eight locomotor movement skills to music.

2. Tell students to execute each movement in tempo with the music.

3. Ask students to change each movement with the various speeds and intensities that are played.

Assessment: Observe students perform locomotor movement skills to music and have them change their movement according to the tempo of the music.

B. MOTOR DEVELOPMENT

OBJECTIVE 3: PERFORM NON-LOCOMOTOR MOVEMENT SKILLS

Resources

TEACHING ACTIVITIES:

1. Have the students perform the following non-locomotor movement skills: bend, stretch, push, pull, swing, sway, twist, and turn.

2. Ask the students to tell what parts of the body they use during these movement skills.

Assessment:

1. Observe the students perform the eight listed non-locomotor skills.

2. Have students tell what parts of the body they use during these movements.

RETEACHING ACTIVITIES:

1. Have students choose a partner and practice the eight non-locomotor skills.

2. Tell student to choose a movement and have the partner mirror the movement.

Assessment: Observe students execute the eight locomotor skills while standing in place and while traveling. Check to see if students execute each skill properly.

EXTENSION: Have students perform progressive sequence reproduction as one student does a non-locomotor movement and another student repeats the movement and adds another movement. Continue until all students have added to the sequence.

Assessment: Observe students as they perform progressive sequence reproduction to non-locomotor movement skills.

B. MOTOR DEVELOPMENT

OBJECTIVE 4: IDENTIFY PERSONAL SPACE

Resources

TEACHING ACTIVITIES:

1. Tell each student to stand in the center of his/her individual mat and explain that this is his/her personal space.

2. Instruct the students to perform the following movements without leaving their personal space: sit, twist, sway, and kneel.

Assessment:

1. Observe the student stand in the center of his/her individual mat to identify his/her personal space.

2. Observe students showing movement previously listed in their personal space.

RETEACHING ACTIVITIES:

1. Using hula hoops, ask students to stand inside the hoop and tell how wide their personal space measures.

2. Have students place hoops on floor and jump inside the circle without leaving the boundaries of the hula hoop.

Assessment: Ask students to identify their personal space while standing and jumping inside a hula hoop.

EXTENSION: Direct students to discover various activities, movements, and games that may take place inside their personal space within the hula hoop.

B. MOTOR DEVELOPMENT

OBJECTIVE 5: PERFORM POSTURE AND BODY MECHANICS WHEN SITTING

Resources

TEACHING ACTIVITIES:

1. Teach students how to sit in a chair using correct form. (See diagram, Body Mechanics.) — Diagram attached
2. Explain the importance of sitting with feet flat on the floor, hips against back of chair, shoulders level, and head straight.

Assessment: Observe students sitting in a chair in correct form. Ask the students to name and demonstrate the proper ways to sit in a chair.

RETEACHING ACTIVITIES:

1. Demonstrate the correct form of floor sitting.
2. Explain the importance of keeping the back straight, shoulders level, and head held high.
3. Using the diagram, show the preferred form of positioning the legs while floor sitting.

Assessment: Observe the students floor sitting and ask them to list the proper positioning of their body as they floor sit.

EXTENSION: Demonstrate the correct form for squatting or stooping. (See diagram, Body Mechanics.) Explain the importance of keeping feet apart, knees bent, and hips over feet. — Diagram attached

Assessment: Observe the student as he/she squats or stoops in correct form.

BODY MECHANICS 1

Sit A resting position with the weight on the lower part of the body.

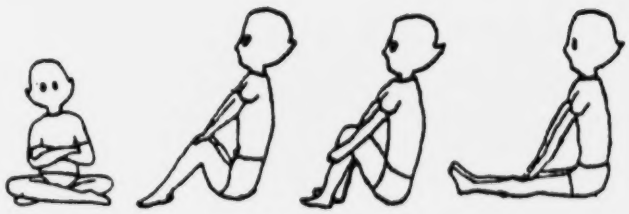
CORRECT FORM:

Chair Sit

- Feet flat on the floor.
- Hips against back of chair, back straight.
- Shoulders level.
- Head held high.

Floor Sit

- Back straight.
- Shoulders level.
- Head held high.
- Legs may be placed as shown.



Preferred Alternatives

Common Faults	Suggestions for Correction
Crossing legs in chair sit or Sitting on legs or feet	Since this retards circulation, alternatives should be suggested. Ask the child to do a task which will give him/her an opportunity to move out of the chair or sit another way on the floor.
Slumping over desk	Try to analyze the reason for the slump--inability to see the print, fatigue or stress when writing--and then take action accordingly.
Sitting on one hip	Since this may cause one shoulder to become higher than the other, it should be discouraged by changing positions frequently.

Note: Frequent position changes are more helpful than insistence that children must sit in certain ways.

BODY MECHANICS 2

Squat or Stoop A sitting position with body weight on both feet.

CORRECT FORM:

- Feet apart.
- Knees bent.
- Hips over feet.

Note: Since this skill is primarily used in game situations, speed of execution is important. In hurrying, a child may fall to the floor; therefore, practice the squat from a stand, a walk, a skip, a run, etc.

Relax A decrease or release of muscular tension.

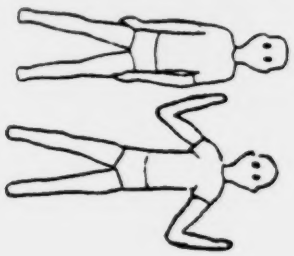
CORRECT FORM:

Desk Relax

- Bend forward from hip.
- Arms on desk, elbows spread sideward.
- Head resting on hands.

Floor Relax

- Legs slightly apart.
- Arms loosely at side or bent at shoulder height.



Tension in muscles can be detected by asking a child to relax and then lifting a finger, hand, arm, or leg off the surface a few inches. If, after releasing the part, it falls to place immediately, the part is relaxed.

Note: Relaxation may be learned by developing a recognition of the difference between tension (or stiffness) and relaxation (or looseness) through stretch- and- bend activities. Imaginary play such as floating like a leaf, sleeping like a kitten on a pillow, deflating like a balloon, or melting like soft ice cream also help children relax.

PHYSICAL EDUCATION, GRADE 1

C. RHYTHMS AND DANCE

OBJECTIVE 1: FOLLOW DIRECTIONS OR CUES TO MUSIC

Resources

TEACHING ACTIVITIES:

1. Discuss the importance of following directions during a rhythm and dance activity.
2. Review the attached definition sheet to teach students the meaning of tempo, beat, meter, accent, and other characteristics of music.
3. Using a drum, have the students clap to the beat and point out the musical terms and phrasings being used.

Definitions attached

Assessment:

1. Have a question and answer session to assess the students' understanding of musical terms tempo, beat, meter, and accent.
2. Observe the students clap to the beat of the drum or repeat the beat that they heard the teacher use on the drum.

RETEACHING ACTIVITIES:

1. Explain the importance of starting and stopping as the musical accompaniment begins and ends.
2. Teach the students to listen to cues and to respond as directed.

Assessment: Observe students starting and stopping as the musical accompaniment begins and ends. Ask students to tell the difference between even and uneven rhythms.

EXTENSION:

1. Teach the students the following direction patterns: forward, backward, clockwise, and counter clockwise.
2. Practice moving the learned directions without musical accompaniment.
3. Have students follow directions and change movements to musical variations.

Assessment: Observe the students execute directional cues and movement patterns to musical phrases outlined by the teacher.

MOVEMENT AND RHYTHMICAL ACCOMPANIMENT

Movement and rhythm go hand in hand. Each complements the other. Rhythm consists of such elements as tempo, accent, underlying beat, rhythmic pattern, duration, intensity, measure, and phrase. Primary grade children have experiences with three of these elements and need not know their names.

The three elements of rhythm that are emphasized are tempo, duration, and intensity. Tempo is the rate of speed. Duration is the time of a sound, or it may be the time between sounds. Intensity is the force given a sound. Children think of these elements in terms of fast and slow, long and short, and loud and soft. All of these qualities can be applied to movement.

Accompaniment for creative rhythms is of four types--percussion, piano, voice, and records. Percussion accompaniment is anything that involves striking, beating, shaking, or scraping, and can be furnished by such action as clapping, hitting two sticks or blocks together, beating a drum or tom-tom, shaking gourds, or scraping sandpaper. There are many types of rhythm instruments that children can make and use.

Percussive and piano accompaniments have one distinct advantage over records in that tempo, duration, and intensity are geared to fit the movements of the children. When records are used, children adjust their movements to fit the accompaniment.

Many records are available for creative rhythms. They include a wide variety of suggested activities and provide music for all of the locomotor movements and for many of the body movements.

Because records are labeled "Walk," "Run," "Skip," etc., they are sometimes misleading. Record labels need not be followed literally. Many even rhythm movements may be done to a record labeled "Walk" which also is an even rhythm. Or children can walk in many different ways. Children can gallop, slide, or skip to uneven rhythm music whether it is labeled "Skip," "Gallop," or "Slide." Body movements, also, may be done to records labeled for locomotor movements. Children can do many things to the same music and should not feel that all must be doing the same thing, in the same way, at the same time. This defeats the purpose of creative expression.

MOVEMENT AND DRAMATIZATION

All young children love to pretend. They can become almost anything at any time, in any place. Movement may suggest dramatization, or dramatization may suggest movement. For example, jumping may suggest rabbits or kangaroos, or the idea of being a rabbit or kangaroo may suggest jumping.

Children can also show feelings and interpret what they have seen. Using the walk, for example, as a type of movement, they can be happy, sad, angry, tired, sleepy, ashamed, afraid, silly, etc. As children dramatize these feelings, the ways in which they walk change. Or, using the opposite approach, they can use their own choice of movement to show the above feelings.

Children can also interpret music through movement. They can show how it makes them feel or what it makes them want to do.

PHYSICAL EDUCATION, GRADE 1

C. RHYTHMS AND DANCE

OBJECTIVE 2: PERFORM THREE SIMPLE DANCES

Resources

TEACHING ACTIVITIES:

1. Teach the dance formation for "Come Skip with Me" (directions attached). — Dance Directions attached
2. Explain the dance and give a walk-through demonstration of the dance sequence.
3. Allow the class to practice this simple dance before performing to music.

Assessment: Observe students dance to "Come Skip with Me" with music and assess their understanding of the dance steps and the movement sequence that goes with this simple dance.

RETEACHING ACTIVITIES:

1. Have the students walk through "Shoemaker's Dance" with teacher directions. — Dance Directions attached
2. Explain the importance of listening to the tempo of the dance.
3. Discuss the double circle formation and the counterclockwise movement required in this simple dance.

Assessment:

1. Observe students practice the "Shoemaker's Dance."
2. Ask students to demonstrate the proper formation of this simple dance and perform the dance to music.

EXTENSION:

1. Have the students walk through the simple dance "Yankee Doodle." — Dance Directions attached
2. Explain that the basic steps include galloping, sliding, clapping, and stomping.

Assessment:

1. Have students study their posture check sheet to determine whether they have good posture.
2. Have students compare the slide and gallop to determine the differences in the steps.
3. Observe the students as they perform the "Yankee Doodle" dance.

DANCE DIRECTIONS

Yankee Doodle

Record: E-Z Album 1002

Formation: Single circle, facing counterclockwise.

Words	Action
Yankee Doodle went to town Riding on a pony,	Gallop forward around the circle.
He stuck a feather in his cap And called it macaroni.	Face center and point to cap. Bow on word "macaroni."
Yankee Doodle, keep it up, Yankee Doodle dandy	Join hands, slide right around circle. On word "dandy," stamp feet twice.
Mind the music and the step And with the girls be handy.	Slide left around circle. On word "handy," clap twice.

Come Skip with Me

Record: E-Z Album 105

Formation: Single circle, facing center. Several children are inside the circle.

Words	Action
Come skip with me, partners we'll be; Round in the ring, we're dancing.	Outside circle may clap during verse. Center children choose partners and skip either clockwise or counterclockwise around the inside of the circle.
See here we stand,	Partners stop and face each other.
Now shake my hand,	Partners shake hands.
Then off we go, prancing.	Partners swing while skipping with right hands joined, left hand, on hip. On repeat, outside circle skips around in a circle, while partners swing in the center. They change hands and swing in opposite direction halfway through the verse.

Suggestion: Newly chosen children stay in the center to choose new partners, and others return to circle; or all may stay in center until everyone has been chosen.

Extension (C:2)
Teacher Resource
PE1

Shoemaker's Dance
(Danish)

FORMATION: Double circle, partners facing.

Meas.

1-2 With arms shoulder-high and hands clenched, roll one arm over the other three times. Reverse and roll three times, "winding and unwinding the thread."
3 Pull hands apart and jerk elbows backward twice, "pulling thread tight."
4 Hammer the first three times, "driving the pegs."

1-4 Repeat Meas. 1-4. On Measure 4, clap hands three times.
5-8 Join inside hands, outside hands on hips. Skip around the ring counterclockwise. (Older children may use a simple polka step.)
5-8 Repeat circle going clockwise this time.

Repeat from the beginning.

When the dance is done in the aisles of the schoolroom, two rows of children face each other for the first part. For the skipping, all turn right and skip down the aisles and around the row of seats between them for measures 5-8, then face about and skip back to place as the same measures are repeated.

This dance may be done also to the singing of the following words:

Wind the thread and then unwind it;
Wax it, wax it, hammer it down.
Wind the thread and then unwind it;
Wax it, wax it---clap, clap, clap.

Novelty lummi sticks may be used by the children in performance of the actions.

PHYSICAL EDUCATION, GRADE 1

C. RHYTHMS AND DANCE

OBJECTIVE 3: DEMONSTRATE FUNDAMENTAL MOVEMENTS AND CREATIVE RHYTHMS

Resources

TEACHING ACTIVITIES:

1. Using a tom-tom to provide a rhythmic beat, have students perform fundamental locomotor movements (walk, run, skip, hop, jump, leap, slide, and gallop) to the beat.

2. Tell the students to pretend to be animals and create the movements that the animals may use to get from one place to another.

3. Ask students to tell if the movements they created look like any of the fundamental movements.

Assessment:

1. Observe the students demonstrate fundamental movements: run, walk, skip, hop, jump, leap, slide, and gallop to the beat of the tom-tom.

2. Ask the student to pretend to be an animal and move creatively to the beat of the tom-tom.

RETEACHING ACTIVITIES:

1. Demonstrate for students the fundamental non-locomotor movements (swing, circle, rotate, twist, lower, raise, bend, and extend.)

2. Pair students and have them mirror their partners' non-locomotor movements.

3. Upon teacher command, the class will execute the fundamental movement named by the teacher.

Assessment:

1. Discuss the parts of the body that are used with the fundamental movement.

2. Observe the students in pairs as they respond to each other.

EXTENSION:

1. Divide the students into teams and have them choose a piece of music to create their own dance.

2. Tell them to concentrate on as many fundamental movements as possible to use in their creative dance.

Assessment:

1. Observe the students in teams as they demonstrate their own creative dance.

2. Have the class list the fundamental movements used during each performance.

C. RHYTHMS AND DANCE

OBJECTIVE 4: PARTICIPATE IN A VARIETY OF MUSICAL GAMES

Resources

TEACHING ACTIVITIES:

1. Tell students that a musical game is an activity that allows them to interpret actions to musical, chants, or songs.

2. Teach the students the dance steps to "The Farmer in the Wheat," demonstrating the correct dance formation.

   Musical Game Directions attached

3. Tell the students that the movement of this musical game will represent the farmer, the sun, and the rain. Have the students walk through the dance without the music.

Assessment:

1. Observe students perform the musical game "The Farmer in the Wheat."
2. Assess the students' ability to begin and end the activity in correct formation.

RETEACHING ACTIVITIES:

1. Teach the students the proper dance steps to the musical game "Pussy Cat."

2. Explain that this game involves walking, jumping, and draw steps.

3. Demonstrate the correct formation to this musical game.

4. Have students practice this game until the group experiences some success.

Assessment:

1. Observe the students performing the musical game "Pussy Cat" and check for use of correct formation.
2. Assess students' ability to walk, jump, and draw step while participating in this activity.

EXTENSION:

1. Teach the students the proper dance steps to "Hickory Dickory Dock."

2. Demonstrate the correct formation and explain that the main movement throughout this musical game is running.

3. Assign a peer tutor to monitor group participation and skill development during the practice session.

Assessment:

1. Have the students analyze their own performance during "Hickory Dickory."
2. Assess the groups' performance looking for correct formation and proper actions during the entire musical game.

MUSICAL GAMES

First Grade

The first grade singing movement songs and folk dances are introductory in nature and involve simple formations and uncomplicated changes. The movements are primarily walking, skipping, and running. Only a few of the dances are done with partners, so the problem of getting the boys and girls paired off as partners is not important. Most of the activities are quite flexible in nature, and the children can interpret the words and music in various ways.

Dances	*Skills*
The Farmer in the Wheat	Skipping, walking
London Bridge	Walking
The Muffin Man	Skipping
Oats, Peas, Beans, and Barley Grow	Walking, skipping
Looby Loo	Skipping
Pussy Cat	Walking, draw step, jumping
The Thread Follows the Needle	Walking
I See You	Skipping, two-handed swing
Sing a Song of Sixpence	Walking
Dance of Greeting	Running, bowing, curtsying
Hickory Dickory Dock	Running
Chimes of Dunkirk	Sliding

The Farmer in the Wheat (American)

Records: Victor 21618 and 45-5066; Folkraft 1182.
Skills: Skipping, walking
Formation: Single circle, facing center. Three children -- the Farmer, the Sun, and the Rain -- stand in the center.
Verses:

1. The farmer in the wheat.
   The farmer in the wheat.
   Heigh-ho the dairy-o,
   The farmer in the wheat.
2. The farmer sows his wheat, etc.
3. He covers them with dirt, etc.
4. The sun begins to shine, etc.
5. The rain begins to fall, etc.
6. The wheat begins to grow, etc.
7. The farmer cuts his grain, etc.
8. The farmer stacks his grain, etc.
9. They all begin to dance, etc.

Directions:

Verse 1. Children in the circle walk to the left with hands joined.
Verse 2. The Farmer skips around the inside of the circle counterclockwise and sows his wheat, while the children continue to walk.
Verse 3. The children stop, drop hands, and face the center. The Farmer skips around the circle, tapping each child on the head; as he is touched, the child sinks down to the ground, becoming a wheat stalk.

Verse 4. The Sun skips around spreading sunshine.
Verse 5. The Rain skips around showering the wheat.
Verse 6. Children rise slowly and jerkily to a standing position with arms overhead to simulate the heads of wheat.
Verse 7. The Farmer skips around the inside of the circle and cuts the grain. Each child falls to the ground.
Verse 8. The Farmer skips around the group, arranging children by pairs to lean against each other to form stacks.
Verse 9. Paired children, inside hands joined, skip counterclockwise around the circle. The Farmer, Sun, and Rain form a small circle and skip clockwise.

Teaching Hint: It may be necessary to repeat Verse 8 as it takes time to stack the grain.

London Bridge (English)

Records: Victor 20806.
Skills: Walking.
Formation: Single circle moving either clockwise or counterclockwise. Two children are chosen to form the bridge. They face and join hands holding them high in the air representing a bridge ready to fall.
Verses:

1. London Bridge is falling down,
   Falling down, falling down.
   London Bridge is falling down,
   My fair lady.
2. Build it up with iron bars, etc.
3. Iron bars will rust away, etc.
4. Build it up with gold and silver, etc.
5. Gold and silver I have not, etc.
6. Build it up with pins and needles, etc.
7. Pins and needles rust and bend, etc.
8. Build it up with penny loaves, etc.
9. Penny loaves will tumble down, etc.
10. Here's a prisoner I have got, etc.
11. What's the prisoner done to you? etc.
12. Stole my watch and bracelet too, etc.
13. What'll you take to set him free? etc.
14. One hundred pounds will set him free, etc.
15. One hundred pound[illegible] don't have, etc.
16. Then off to prison he (or she) must go, etc.

The Muffin Man

Records: Folkraft 1188.
Formation: Children are in a single circle, facing the center with hands joined. One child, the Muffin Man, is the center.
Verses:

1. Oh, do you know the muffin man,
   The muffin man, the muffin man?
   Oh, do you know the muffin man?
   Who lives in Drury Lane?
2. Oh, yes we know the muffin man, etc.

3. Four of us know the muffin man, etc.
4. Eight of us know the muffin man, etc.
5. Sixteen of us know the muffin man, etc.
6. All of us know the muffin man, etc.

Directions:

Verse 1. The children in the circle stand still and sing, while the Muffin Man skips around the circle. He chooses a partner by skipping in place in front of him. On the last line of the verse, "Who lives in Drury Lane," the Muffin Man and his partner go to the center.

Verse 2. The action is the same except two children now skip around in the circle and choose two partners.

Verse 3. The action is repeated with four skipping and four partners being chosen.

The verses continue until all children have been chosen, the last verse is sung while the children skip around the room.

Oats, Peas, Beans, and Barley Grow

Records: Victor 20214. Folkraft 1182.
Formation: Single circle with a "farmer" in the center.
Verses:

1. Oats, peas, beans, and barley grow,
   Oats, peas, beans, and barley grow.
   Do you and I, or anyone know, how
   Oats, peas, beans, and barley grow?
2. First, the farmer sows the seed,
   Then he stands and takes his ease,
   He stamps his foot and claps his hands
   And turns around to view his lands.
3. Waiting for a partner,
   Waiting for a partner,
   Open the ring and choose one in
   While we all gaily dance and sing.
4. Now you're married, you must obey
   You must be kind in all you say
   You must be kind, you must be good,
   And keep your wife in kindling wood.

Directions:

Verse 1. The children walk clockwise around the farmer.

Verse 2. All stand in place and follow the actions suggested by the words of the verse.

Verse 3. Circle players again move clockwise while the Farmer chooses a partner, which should be done before the end of verse.

Verse 4. Everyone skips during the verse. The circle continues in the same direction it has been while the Farmer and his partner (wife) skip in the opposite direction.

Looby Loo

Records: Victor 20214. Russell 702. Folkraft 1102, 1184. Columbia 10008D.
Formation: Single circle, all facing center, hands joined.
Chorus: A chorus is repeated before each verse. During the chorus all children skip around the circle to the left.

Here we dance looby loo
Here we dance looby light
Here we dance looby loo
All on a Saturday night.

Verses:

1. I put my right hand in
   I take my right hand out
   I give my right hand a shake, shake,
   shake,
   And turn myself about.
2. I put my left hand in, etc.
3. I put my right foot in, etc.
4. I put my left foot in, etc.
5. I put my head way in, etc.
6. I put my whole self in, etc.

Directions:

On the verse part of the dance, the children stand still facing the center and follow the direction of the words. On the words "And turn myself about," they make a complete turn in place and get ready to skip around the circle.

The movements should be definite and vigorous. On the last verse, the child jumps forward and then backwards, shakes himself vigorously, and then turns about.

Pussy Cat (English)

Record: Russell 700B.
Skills: Walking, draw steps, jumping.
Formation: Single circle, all facing center with hands joined. One player, the "Pussy Cat," is in the center. If desired, more than one Pussy Cat can be in the center.
Verse:

Pussy Cat, Pussy Cat, where have you been?
I've been to London to visit the Queen!
Pussy Cat, Pussy Cat, what did you there?
I frightened a mouse under her chair!

Chorus: The chorus is a repeat of the same music, but the children sing tra la, la, la, etc., instead of the words.

Directions:

Line 1. Sung by the circle children as they walk counterclockwise around the circle.
Line 2. Sung by the Cat as the children reverse the direction and walk around the other way.
Line 3. Sung by the children as they drop hands, walk toward the center, and shake a finger at the Cat.
Line 4. Sung by the Cat who on the last word "chair" jumps high into the air, and the others pretend fright and run back to the circle.

Chorus:

Line 1. Children draw steps (one to each measure) to the right followed by four stamps.
Line 2. Repeat to the left.
Line 3. Four steps (one to each measure) to the center.
Line 4. Three steps backward in the same tempo as line 3, followed by a jump.

A draw step is made by stepping directly to the side and bringing the other in a closing movement. It is a step with one foot and a close with the other.

Variation: Have more than one Pussy Cat in the circle or have a number of smaller circles, each with a Pussy Cat.

The Thread Follows the Needle (English)

Records: RCA Victor 22760 (Album E87);Pioneer 3015.
Skills: Walking.
Formation: A single line of about eight children is formed. Hands are joined and each child is numbered consecutively.
Verse:

The thread follows the needle
The thread follows the needle
In and out the needle goes
As mother mends children's clothes.

Directions:
The first child (#1) is the needle and leads the children, forming stitches until the entire line has been sewn. When the music starts, the needle leads the line under the raised arms of the last two children (#7 and #8). When the line has passed under their arms, they turn and face the opposite direction, letting their arms cross in front of them. This forms a stitch.

The leader now repeats the movement and passes under the next pair of raised arms (#6 and #7). Number 6 is now added to the stitch when he reverses his direction. This is now repeated until the entire line has been stitched, with the leader turning under his own arms to complete the last stitch.

To "rip" the stitch, children raise their arms overhead and turn back to original positions.
The game can be repeated with a new leader.

I See You

Records: Victor 20432; Russell 726; Folkraft 1197.
Skills: Skipping, two-handed string.
Formation: The boys and girls stand in two longways sets as follows.

(1)	X	X	X	X	X	X	boys
(2)	O	O	O	O	O	O	girls
(3)	X	X	X	X	X	X	boys
(4)	O	O	O	O	O	O	girls

Lines 1 and 2 are facing lines 3 and 4. The space between the two middle lines (2 and 3) should be from 10' to 12'.
Lines 1 and 4 are active players. Each active player's partner is directly in front of him and stands with hands on hips.
Verse:

I see you, I see you
Tra, la, la, la, la, la.
I see you, I see you
Tra, la, la, la, la, la.

Chorus:

Tra, la, la, etc.
Tra, la, la, etc.

Directions:
Verse:

Line 1. On the first "I see you" each active player looks over partner's left shoulder in peekaboo fashion. On the second "I see you" active player looks over partner's right shoulder in same peekaboo fashion.
Line 2. Tempo is doubled and active players make three fast peekaboo movements, left, right, left.
Line 3. Repeat the action of line 1, except the first peekaboo is made to the right.
Line 4. Repeat the action of line 2, except the movements are right, left, right.

Chorus:

Line 1. All children clap on the first note ("tra") and the active players, passing to the left of their partners, meet in the center with a two-handed swing, skipping around once in a circle, clockwise.

Line 2. All children clap again ("tra") and each active player now faces his own partner, skipping around with him once in a circle, clockwise.

Partners have now changed places with the active players, and the entire pattern is repeated with a new set of players in the active roles.

Sing a Song of Sixpence (English)

Records: Folkraft 1180; Victor 22760; Russell 700.
Skills: Walking.
Formation: Players are in circle formation facing the center. Six to eight players are crouched in the center as blackbirds.
Verses:

1. Sing a song of sixpence, a pocket full of rye,
   Four and twenty blackbirds, baked in a pie,
   When the pie was opened the birds began to sing.
   Wasn't that a dainty dish to set before the king?
2. The king was in his counting house, counting out his money,
   The queen was in the pantry, eating bread and honey,
   The maid was in the garden, hanging out the clothes,
   And down came a blackbird and snipped off her nose!

Directions:
Verse 1:

Line 1. Players walk around in a circle.
Line 2. Circle players walk with shortened steps toward the center of the circle with arms outstretched forward.
Line 3. Players walk backward with arms now up. The blackbirds in the center fly around.
Line 4. Circle players kneel as if presenting a dish (blackbirds continue to fly around).

Verse 2:

Line 1, 2, and 3. Pantomime action of words, counting out money, eating, and hanging up clothes.
Line 4. Each blackbird snips off the nose of a circle player who now becomes a blackbird for the next game.

Dance of Greeting (Danish)

Records: Victor 45-6183; 20432; Folkraft 1187; Russell 726.
Skills: Running, bowing, curtsying, sliding.
Formation: Single circle, all facing center. Each boy stands to the left of his partner.
Measures:

1 All clap, clap, and bow to partner (girl curtsies).
2 Repeat but turn back to partner and bow to neighbor.
3 Stamp right, stamp left.
4 Each player turns around in four running steps.
5-8 Repeat action of measure 1-4.
9-12 All join hands and run to the left for four measures (16 counts).

Hickory Dickory Dock

Record: Vicot 22760.
Formation: Children are in a double circle, partners facing.

Verse

Hickory Dickory Dock, tick tock,
The mouse ran up the clock, tick tock.
The clock struck one, the mouse ran down.
Hickory, Dickory, Dock, tick tock.

Directions:

Line 1. Stretch arms overhead and bend the body from side to side like a pendulum, finish with two stamps on "tick, tock."
Line 2. Repeat action of line 1.
Line 3. Clap hands on "one." Join hands with partner and run to the right in a little circle.
Line 4. Repeat the pendulum swing with the two stamps.

Chimes of Dunkirk

Records: Victor 45-6176, 17327. Folkraft 1188. Columbia A-3016.
Formation: A single circle with boys and girls alternating. Partners face each other. Hands are on own hips.

Measures:

1-2 All stamp lightly left, right, left.
3-4 Clap hands overhead, swaying back and forth.
5-8 Join hands with partner and make one complete turn in place clockwise.
9-16 All join hands in a single circle facing the center and slide to the left (16 slides).

PHYSICAL EDUCATION, GRADE 1

D. GAMES AND SPORTS

OBJECTIVE 1: PARTICIPATE IN ACTIVE GAMES AND RELAYS

Resources

Game directions attached

TEACHING ACTIVITY:

1. Teach students the rules of the Cat and Rat game. Demonstrate the correct game formation and explain that they will perform running and dodging skills. (Directions attached)

2. Have students participate in this active game to see if students can follow the rules and perform the running and dodging skills properly.

Assessment: Observe students playing the Cat and Rat game.

RETEACHING ACTIVITY:

1. Introduce the Beanbag Pass Relay. (Game directions are attached.) Stress that team cooperation is necessary to participate in a relay and demonstrate the proper procedures for this relay.

2. Tell the students how important it is to keep the correct line formation throughout the relay.

Assessment:

1. Ask the students to list the rules of Beanbag Pass Relay.

2. Observe students' ability to pass objects.

3. Check the group's sense of rotation as the relay progresses.

EXTENSION:

1. Teach the students how to play Kangaroo Relay by explaining the rules to this relay game. (Directions attached)

2. Tell the students to concentrate on handling the ball correctly while running in the relay.

3. Explain the consequences of deviating from the relay game rules.

Assessment: Observe the students playing Kangaroo Relay to assess their ability to handle the ball while running. Check to see if team players can follow the game rules.

GAME DIRECTIONS

Cat and Rat

Playing Area: Gymnasium, playground.
Players: 10 to 20
Skills: Running, dodging

All children except two form a circle with hands joined. One of the extra players is the Cat and the other is the Rat. The Rat is on the inside of the circle, and the Cat is outside. The following dialogue takes place:

"I am the Cat."
"I am the Rat."
"I can catch the Rat."
"Oh no, you can't."

The Cat chases the Rat in and out of the circle. The circle players raise their arms to help the Rat, and lower them again to hinder the Cat. When the Cat catches the Rat or after a period of time if the Rat is not caught, the two children can select two others to take their places.

Variation: Instead of having the children raise and lower their hands to aid or hinder the runners, the teacher can call out, "High windows," or "Low windows." The circle players raise and lower their hands only on these signals.

Beanbag Pass Relay

Players are in a line standing side by side. The player on the right starts the beanbag, which is passed from one player to the next down the line. When it gets to the end of the line, the race is over. Be sure each player handles the bag or ball. Rotate.

The next stage is to operate this as a revolving relay, with the team rotating back to the first student being the winner. Vary with underleg pass, where the beanbag is passed underneath one leg to the next player.

Kangaroo Relay

The first player in each lane has a ball between his knees held by knee pressure. He jumps forward retaining control of the ball, rounds the turning point, and jumps back to the head of the file, where he gives the ball to the next player, who repeats. If he loses the ball from between his knees, he must stop and replace it. Slightly deflated balls are easier to retain.

PHYSICAL EDUCATION, GRADE 1

D. GAMES AND SPORTS

OBJECTIVE 2: DEMONSTRATE BALL-HANDLING SKILLS

Resources

TEACHING ACTIVITY:

1. Introduce five ball-handling skills to the class and show students how to throw, roll, toss, catch, and bounce a ball.
2. Have the students play the Ball Toss game to practice ball-handling skills. (Directions attached)
3. Stress that the object of the game is to make good throws and catches around the circle.

Ball handling directions attached.

Assessment:

1. Observe the students playing the Ball Toss game to assess their ball-handling skills (throwing and catching).
2. Evaluate the form used to handle the ball during the game.

Ball handling directions attached.

RETEACHING ACTIVITY:

1. Demonstrate the correct form for kicking a ball.
2. Have students practice kicking a ball with a partner.
3. Teach the students how to trap (stop) a ball. (Directions attached)
4. Have students practice trapping a kicked ball with a partner.

Assessment:

1. Observe students kicking a ball for correct form.
2. Ask the students to demonstrate the correct form for trapping a ball.

EXTENSION:

1. Have the students throw the ball against the wall and catch the return ball after one bounce.
2. Tell the students to concentrate on throwing and catching.
3. Explain how this activity develops hand-eye coordination and how important this skill is to catching a ball.

Assessment: Have the students practice their ball-handling skills with a partner. Observe the students' execution of the ball-handling skills (throwing, catching, rolling, tossing, and bouncing).

BALL-HANDLING ACTIVITIES

BALL TOSS

Playing Area: Playground, gymnasium, classroom.
Players: Groups of 6 to 8.
Supplies: A ball or beanbag for each group.
Skills: Throwing, catching.

The children form a circle with one in the center. The center player throws the ball to each child in turn around the circle. The ball is returned to the center player each time. The object of the game is to make good throws and catches completely around the circle. After each child has had a turn in the center, the teacher can ask each circle to total the number of players that were able to complete their throws without any errors.

Good form should be stressed.

TRAPPING A KICK

Practice different ways to control ball kicking between partners and different ways of stopping the ball (trapping). Practice a controlled punt, preceding the kick with a step from the nonkicking foot. Place ball between feet and propel forward or backward to partner. Practice foot pickups. One partner rolls the ball and the other hoists ball to self with extended toe.

AGAINST A WALL

The wall should be reasonably free of projections and irregular surfaces, so the ball may return directly to the student. If the ball is to bounce after contact with the wall, the children can stand back farther than if they are to handle the return on the fly.

Throwing Practice, Catching on the First Bounce. Throw the ball against the wall and catch the return after a bounce. Practice various kinds of throws: two-handed, one-handed, overhead, side, baseball, chest-pass, etc.

BALL-HANDLING ACTIVITIES

CATCHING

1. With Assistance

   Given a verbal request, a demonstration, and physical assistance, the student can catch or trap, with hands or arms and chest, an 8- to 12-inch ball lofted directly into his arms from a distance of 3 to 5 feet. The student can maintain control of the ball, 2 out of 3 times without resistance.

2. Without Assistance

   Given a verbal request, a demonstration, and the ability to catch with assistance, the student can catch (grasp or trap with hands or arms and chest) an 8- to 12-inch ball lofted softly to the middle of the chest from a 6-foot distance. The student can do this 2 out of 3 times in this manner:
   a. Eyes focused on ball, adjusting the arm position to receive the ball on cue from watching the ball's path.
   b. Trap or catch ball with hands or arms and chest.

UNDERHAND ROLL

1. With Assistance

   Given a verbal request, a demonstration, and physical assistance, a student with the ability to grasp can project (on the floor) a 3- to 4-inch ball for a distance of at least 10 feet, 2 out of 3 times without resistance, in this manner:
   a. Arm swing in direction of the roll.
   b. Release of the ball in the anticipated direction.

2. Without Assistance

   Given a verbal request and a demonstration, a student with ability to roll with assistance can roll a 3- to 4-inch ball to a 20-inch wide target placed 15 feet away, 2 out of 3 times, in this manner:
   a. Eyes focused on the target throughout the arm action.
   b. Arm swing in direction of the target prior to release of the ball (arm swing approximates the mature pattern).

BALL-HANDLING ACTIVITIES

KICKING

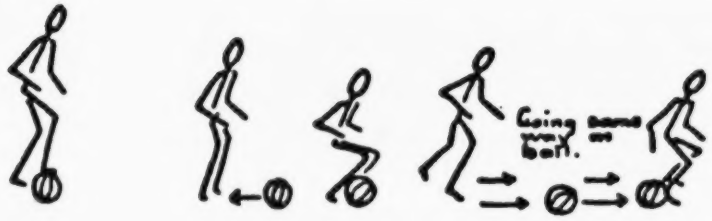
1. With Assistance

   Given a verbal request, a demonstration, and physical assistance, the student can kick a stationary 8- to 12-inch playground ball at least 10 feet without resistance, 2 out of 3 times, in this manner:
   Pendular leg motion (either foot) propels the ball.

2. Without Assistance

   Given a verbal request and a demonstration, a student with the abilitiy to kick with assistance can kick a stationary 8- to 12-inch playground ball at least 15 feet without assistance, 2 out of 3 times, in this manner:
   a. Pendular leg motion (either foot) propels the ball.
   b. Eyes focused on the ball.

TRAPPING



Trapping with foot

Ball coming directly at player.
Weight on back foot come down directly on ball.

Trapping with legs.

As ball comes directly at player, feet almost together, "give" with legs.
Trap ball between knees and ground.
At once, relax knees.

Trapping with heel.

Over-run ball a little.
Quickly place heel in front of ball.
Weight on other foot.

PHYSICAL EDUCATION, GRADE 1

D. GAMES AND SPORTS

OBJECTIVE 3: HANDLE AND JUMP A LONG ROPE

Resources

TEACHING ACTIVITY:

1. Introduce the long-rope activities through a sequence of instructions listed on the attached handout.

2. Have students practice handling the jump rope.

3. Demonstrate Rock the Cradle and explain the rules to the rope game. Divide the class into teams and have them practice their jumps, while taking turns to handle the rope. (Rope jumping activities attached.)

Rope jumping activities attached

Assessment:

1. Observe the students handling the long rope.

2. Assess their skills as they play Rock the Cradle, while jumping and turning the rope.

RETEACHING ACTIVITY:

1. Divide the students into four teams and have them jump the rope being swung in a pendulum fashion. (See rope-jumping handout for details.)

2. Have the students practice simple jumps while turning the rope.

3. Each student should have an opportunity to jump and turn the long rope.

Assessment:

1. Check students' ability to jump a long rope as it is swung in a pendulum fashion.

2. Observe student in teams as he/she jumps with a turning rope.

3. See if each sedent is able to turn the jump rope correctly.

Rope Skipping Chants (attached)

EXTENSION: Teach the student to jump a long rope while participating in rope-skipping chants. (See rope-skipping chants attached.)

Assessment: Observe the students' ability to jump a long rope while reciting rope-skipping chants.

ROPE JUMPING

Rope jumping is one of the most favored conditioning activities for the physical development of both boys and girls. Regular rope jumping contributes towards the development of rhythm, coordination, agility, and cardiovascular efficiency.

Supplies: Long ropes (12-16 ft.) should be provided so that each six children will have a rope to use during instruction.
Short ropes (6-8 ft.) should be provided so that each child will have a rope for individual use.

Sequence for instruction:

Long-Rope Jumping

1. Rope on the ground - run and jump over with both feet. Repeat several times.

2. Gradually raise rope off the ground and allow children to jump over-feet together. Raise about an inch at a time, not to exceed 6 inches.

3. Rock the Cradle
   - Child stands beside long rope
   - Rope is swung back and forth without complete revolutions
   - Child jumps up and clears the rope each time it passes under feet

Note: Rope should brush the ground as it swings.

4. Simple jumps with turning rope
   - Child stands beside stationary rope. Rope is turned overhead and child jumps as rope passes under both feet. Repeat until action can be done smoothly.
   - Start with stationary rope, jump and run out immediately after jumping and while rope is still turning.
   - Run under and through a rope that is turned towards the jumper (front door).
   - Run in, stop and jump, and run out a turning rope.
   - Run in "back door" (rope turning away from jumper), jump and run out.

Note: "Front door" - the run-in starts just as the rope hits the ground. "Back door" - as the rope hits the ground, the child moves forward, jumping the rope as he enters.

ROPE SKIPPING CHANTS

Bubble gum, bubble gum,
Chew and blow,
Bubble gum, bubble gum,
Scrape your toe.
Bubble gum, bubble gum,
Tastes so sweet
Get that bubble gum off
your feet. (Runs out)

Ice Cream Soda
Delaware Punch
Tell me the name
Of your honey bunch
Alphabet A, B, C, etc.
(When jumper misses she names a
boy to take her place whose name
begins with the letter on which
she missed.)

Teddie Bear, Teddie Bear
Turn around
Teddie Bear, Teddie Bear
Touch the ground
Teddie Bear, Teddie Bear
Go upstairs
(Jumps toward head of rope)
Teddie Bear, Teddie Bear
Say your prayers
Teddie Bear, Teddie Bear
Turn out the light
Teddie Bear, Teddie Bear
Say good night.

Momma, Momma, I am sick
Call the doctor quick, quick, quick
How many pills must I take?
(Count 1, 2, 3 until misses)

Down in the meadow
Where the green grass grows
There sat Mary (name of jumper)
As sweet as a rose.
She sang and she sang
And she sang so sweet
Along came Joe (boy friend)
And kissed her on the cheek.
How many kisses did she get? (Count)

Down in the valley
Where the green grass grows,
Sat little Mary as sweet as a rose.
Along came Johnny
And kissed her on the nose.
How many kisses did she get?
1, 2, 3, 4, 5, 6, and so on until a
miss is made.

1 - 2 buckle my shoe
3 - 4 shut the door
5 - 6 pick up sticks
7 - 8 lay them straight
9 - 10 big fat hen
11 - 12 ring the bell
13 - 14 maids a-courting
15 - 16 girls a-fixing
17 - 18 boys a-waiting
19 - 20 that's a plenty

I asked my mother for fifteen cents
To see the elephant jump the fence.
He jumped so high he reached the sky
And never came back 'til the Fourth of July.

PHYSICAL EDUCATION, GRADE 1

D. GAMES AND SPORTS

OBJECTIVE 4: PARTICIPATE IN RUNNING GAMES AND RELAYS

Resources

Running games and relay instructions attached

TEACHING ACTIVITY:

1. Have students practice hopping, running, and tagging skills with a partner.
2. Teach the students the rules of The Farmer and the Crow relay and demonstrate the correct lane formation. (Instructions attached)
3. Allow students to participate in this running game to experience fun, as well as to increase their cardiovascular endurance.

Assessment:

1. Observe the student playing the The Farmer and the Crow.
2. Assess the students' skills and their correct use of game formation.
3. Note their ability to follow the game rules and correct movement throughout the relay game.

RETEACHING ACTIVITY:

1. Teach the class a variety of partner running relays. (Select relays listed on handout.)
2. Explain the importance of working with a partner.
3. Stress that each partner must show cooperation during the relay to experience success.

Assessment:

1. Ask the students to explain the importance of team cooperation during a relay.
2. Observe the students' participation in a partner running relay.

EXTENSION:

1. Teach the students the rules of Chariot Relay and explain that this running relay is performed by teams consisting of three students as a single unit. (Directions attached)
2. Discuss the safety factors involved in running this type relay.

Assessment: Observe the students participating in "Chariot Relay" and ask the students to name the safety factors involved in this relay.

RUNNING GAMES AND RELAYS

Farmer and the Crow Relay

Runners are in lane formation. A line is drawn about 20' in front of the teams. The first runner of each team is the farmer, the second runner the crow, and so on. The farmer has five beanbags. On "go" he hops forward and drops the five beanbags reasonably spaced with the last beanbag placed beyond the drawn line. He runs back and tags the next player, the crow. The crow runs to the farthest beanbag, begins hopping, and as he hops picks up the beanbags. He hands the five beanbags to the third runner, the farmer, who puts the objects out again.

Note: Whenever a player has a beanbag in his hand, he should hop. He runs when he has no beanbags. The race can be run with hopping required during its entirety. The last beanbag should be placed beyond the far line, as this determines how far each player will need to move.

Partner Relays

1. Children run with partners (inside hands joined) just like a single runner, using running, walking, skipping, hopping, and galloping.

2. Children face each other with both hands joined (as partners) and slide one way to a turning point, sliding back to starting point, leading with the other side.

3. *Wheelbarrow Relay.* One person walks on his hands while his partner holds him by the knees, wheeling him down to a mark. Change positions for the return.

Chariot Relay

Three children run as a single unit. Two of them stand side by side with inside hands joined, forming the "chariot." The "driver" stands behind and grasps the outside hands of the "chariot." Two or more chariots form a relay team. In front of each team is a turning point around which the chariot must travel on its leg of the race. The chariot whose turn is next starts when the prior chariot crosses the original starting line. Running lanes must be spaced far enough apart to avoid collisions, as chariots demand considerable space while running.

Sedan Carry Relay. Three children run at one time, two to carry and one to ride. To form a seat for the carry, two children face each other. Each grasps his own left wrist with his right hand. The open hand now grasps the partner's wrist. The person carried sits on the seat and puts his hands around the necks of the carriers.

PHYSICAL EDUCATION, GRADE 1

E. TUMBLING AND GYMNASTICS

OBJECTIVE 1: RECOGNIZE BASIC TUMBLING TERMINOLOGY

Resources

TEACHING ACTIVITY: Teach the students the meaning of the following tumbling terms:

- Balance - the ability to keep the body evenly in space.
  Example: Walking on a balance beam

- Flexibility - the ability to move and stretch.
  Example: Stretching the body

- Agility - the ability to change direction quickly, easily, and with control.
  Example: Puppy Dog Run (Activity attached)

Assessment:

1. Have a question-and-answer lesson with the students to assess their knowledge of the tumbling terms: balance, flexibility, and agility.

2. Ask the students to give you an example of each term.

RETEACHING ACTIVITY:

Instructions for Stunts

1. Teach the students how to execute the Bear Walk stunt. (Instructions attached)

2. Explain to the students that the skills used in this exercise include balance, flexibility, and agility.

Assessment: Observe the student executing the Bear Walk and assess his/her knowledge of the three previously learned terms: balance, flexibility, and agility.

EXTENSION: Demonstrate the Alligator Crawl and ask the students to name the tumbling terms that are executed in this activity. (Instructions attached)

Assessment: Observe students executing the Alligator Crawl and ask students to point out the tumbling skills demonstrated in this activity.

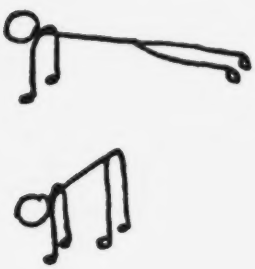
Balance, Flexibility, and Coordination

Crane Dive

Action Stand on one foot with arms out to side. Lean forward keeping back straight. Free leg is stretched out behind the body. Hold position for 5 counts.

Principal value Balance

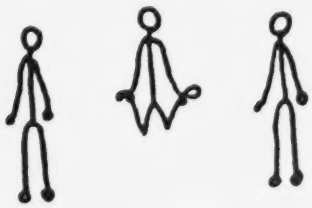
Measuring Worm



Action Place hands on floor, shoulder width apart, with legs to the rear and feet together. Arms are straight and body is in one straight line from head to heels. With hands stationary and knees straight, bring feet up as close to hands as possible (use small steps). Then with feet stationary, move hands forward until starting position is reached. Body should not be allowed to sag. As the child continues the movement, he moves forward.

Principal value Flexibility

Jump and Slap



Action Stand with feet slightly apart, hands at sides. Jump into the air, bending knees to bring heels up to sides; slap heels with hands.

Principal value Coordination

PARTNER AND GROUP STUNTS

ANIMAL MOVEMENTS

Alligator

Alligator Crawl

Lie face down on the floor with the elbows bent. Move along the floor alligator fashion keeping the hands close to the body and the feet pointed out.

First, stress unilateral movements, i.e., right arm and leg moving together. Then change to cross-lateral movements, with the right arm moving with the left leg and vice versa.

Puppy Dog Run

Place hands on the floor, bending the arms and legs slightly. Walk and run like a happy puppy. The teacher should make sure the youngsters look ahead. By keeping the head up in good position, the neck muscles are strengthened.

Variations:

1. *Cat Walk.* Children may also use the same position to imitate a cat. Walk softly, stretch at times like a cat. Be smooth and deliberate.
2. *Monkey Run.* Turn the hands so the fingers point in (toward each other).
3. Go sidewards, backwards, etc. Turn around in place.

Puppy Dog Run

Bear Walk

Bend forward and touch the ground with both hands. Travel forward slowly by moving the hands and feet on the *same side together*, i.e., the right hand and foot are moved together, and then the left hand and foot. Make deliberate movements. This movement is classified as unilateral, as the arm and leg on the same side move together.

Variation:
Lift the free foot and arm high while the support is on the other side.

PHYSICAL EDUCATION, GRADE 1

E. TUMBLING AND GYMNASTICS

OBJECTIVE 2: PERFORM FORWARD ROLL, BACKWARD ROLL, AND LOG ROLL

Resources

TEACHING ACTIVITY:

Illustrations attached

1. Introduce three tumbling roll skills, the forward roll, backward roll, and log roll to the class. (Illustrations of skills attached.)

2. Demonstrate the proper execution of each roll.

3. Emphasize the safety precautions when performing each roll.

4. Assist students as they take turns to practice each skill on a mat or pad.

Assessment: Have students execute the three tumbling skills to demonstrate the proper techniques and mastery of each roll.

RETEACHING ACTIVITY: Divide the students into partners and have them practice the three different tumbling rolls. Tell them to check each other's form while executing the rolls.

Assessment: Observe the students in pairs as they respond to each other. Assess students' ability to use the correct form while executing each of the three tumbling rolls.

EXTENSION:

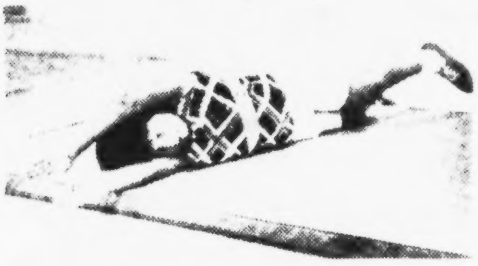
1. Instruct the students to design and participate in a simple routine utilizing the three tumbling rolls.

2. Explain that the routine should include a series of rolls using all three tumbling skills.

Assessment: Observe the students in a tumbling routine for mastery of the three tumbling rolls.

TUMBLING AND INVERTED BALANCES

Rolling Log



Rolling Log

Lie on back with arms stretched overhead. Roll sideways the length of the mat. The next time roll with the hands pointed toward the other side of the mat. To roll in a straight line, keep the feet slightly apart.

Variation: Alternately curl and stretch while rolling.

Forward Roll

Forward Roll Position. Note the position of the elbows on the insides of the thighs.

Spotting the Forward Roll. One hand is on the back of the head and one is under the thigh.

Stand facing forward with the feet apart. Squat and place the hands on the mat, shoulder width apart with the elbows against the inside of the thighs. Tuck the chin to the chest and make a rounded back. A push-off with the hands and feet provides the force for the roll. The child should carry the weight on his hands with the elbows bearing the weight of the thighs. By keeping the elbows against the thighs and assuming weight there, the force of the roll is easily transferred to the rounded back. The child should try to roll forward to his feet. Later, try with the knees together and no weight on the elbows.

Kneeling alongside the child, the instructor can help by placing one hand on the back of the child's head and the other under the thigh for a push, finishing the assist with an upward lift on the back of the neck.

Teacher Resource
Teaching Activity (E:2)
PE1

TUMBLING AND INVERTED BALANCES

Back Roller

This stunt is a lead-up to the regular Backward Roll. Begin in a crouched position, knees together, and hands resting lightly on the floor. Roll backwards, securing momentum by bringing the knees to the chest and clasping them with the arms. Roll back and forth rhythmically. On the backward movement, the roll should go well back on the neck and head. Try to roll forward to original position. Where children have difficutly in rolling back to original position, have them cross the legs and roll to a crossed-leg standing position.

Backward Roll--Hand Clasp Position

Teachers can have good success teaching the backward roll by beginning with this approach. The child clasps his fingers behind the neck, with the elbows held out to the sides. From a crouched position, he sits down rapidly, bringing his knees to his chest for a tuck to secure momentum. He rolls completely over backwards taking much of the weight on his elbows. In this method, the neck is protected and the pressure is taken by the elbows.

Remind the children to keep their elbows back and out to the sides to gain maximum support and assure minimal neck strain.

Rolling Backward in the Hand Clasped Position

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: DISPLAY POSITIVE ATTITUDES TOWARD GROUP PARTICIPATION

Resources

TEACHING ACTIVITY:

1. Stress the importance of having fun and point out that enjoyment of all activities occurs when the players participate in a positive manner.

2. Model for students how to have a positive attitude in every physical activity.

3. Give a definition and example of cooperation. Example: When one friend helps another friend pick up his toys. Cooperation means helping others.

Assessment:

1. Observe the students to see if a positive attitude is displayed during every physical activity.

2. Ask the students to take turns during class activities.

3. Ask students how important it is for everyone to have a chance to play.

RETEACHING ACTIVITY: Divide the students into two teams and have them participate in a simple running relay race. Tell them to observe other students' cooperation in group participation during and after the race. Ask students to tell if the relay was an enjoyable activity. Why? Why not?

Assessment: Observe the students' participation during a simple relay race. Check for group participation and cooperation among the students.

EXTENSION: Tell the students to observe each other to see how they act during an assembly program. Explain that a positive attitude and group participation should always be a part of every activity.

Assessment: Compare the responses regarding the attitudes during and after the assembly program.

F. PERSONAL DEVELOPMENT

OBJECTIVE 2: DEMONSTRATE GOOD SPORTSMANSHIP BY SHOWING COURTESY AND COOPERATION WITH OTHERS

Resources

TEACHING ACTIVITY:

1. Ask a student to tell the meaning of a "good sport" and give an example of cooperation with others.

2. Explain the importance of good sportsmanship by stressing the fact that students should do their best whether they win or lose.

3. Have the students demonstrate courtesy during an activity.

Assessment:

1. Have students discuss the meaning of the term "good sport."

2. Have a question-and-answer session to discuss the importance of good sportsmanship, courtesy, and cooperation.

PHYSICAL EDUCATION, GRADE 1

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: FOLLOWS DIRECTIONS, CLASS RULES, AND SAFETY PROCEDURES

Resources

TEACHING ACTIVITY:

1. Teach the students a list of direction words to follow in all physical activities. (List attached)

   Direction Words List

2. Discuss class rules and stress the penalty given when rules are not followed. (Rules attached)

   Class Rules

3. Express the importance of safety procedures taken during any physical game or activity. These safety measures can be found listed in the class rules.

Assessment:

1. Have the students demonstrate direction words.
2. Tell them to list the class rules orally and to state the penalty when these rules are not followed.
3. Ask the students the importance of safety procedures during physical activities and to give one example.

NAME _____ DATE_____

DIRECTION WORDS

_____ scattered formation

_____ start _____ stop

_____ balance

_____ pattern

_____ space

_____ right _____ left

_____ relax

_____ freeze

_____ task

_____ challenge

Student Handout
Teaching Activity (F:3)
PE1

NAME _____ DATE _____

CLASS RULES

1. Watch for teacher's signal when beginning or completing an activity.

2. Respect other's space. Be courteous when executing any physical activity.

3. Listen carefully to all directions and observe all demonstrations.

4. Understand all consequences given when directions are not followed.

5. Follow all rules concerning ball activities.

6. Shoelaces should remain tied at all times.

7. There should be no horseplay or roughness at any time.

8. Pencils, pens, gum, or candy should not be brought to any physical education class.

ESSENTIAL ELEMENTS IN PHYSICAL EDUCATION
GRADE 1

(1) Physical fitness development to improve the quality of life. The student shall be provided opportunities to participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance.

(2) Motor skills that develop positive body image and confidence. The student shall be provided opportunities to:

(A) acquire fundamental movement skills:

(i) locomotor (walking, running, jumping, skipping, etc.);
(ii) nonlocomotor (bending and stretching, pushing and pulling, twisting and turning, etc.);
(iii) manipulative (working with bean bags, large balls, ropes, etc.); and
(iv) posture and body mechanics (standing, sitting, falling safely, etc.);

(B) develop perceptual awareness skills:

(i) body awareness of name, location, and relationship of body parts);
(ii) spatial and directional awareness (an awareness of how much space the body occupies and where to move);
(iii) coordination (eye-hand, eye-foot, rhythm); and
(iv) balance.

(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance. The student shall be provided opportunities to participate in rhythmic activities:

(A) fundamental skills;
(B) creative rhythms; and
(C) singing games.

(4) Skills related to games and sports. The students shall be provided opportunities to:

(A) participate in skills common to games and sports (starting, stopping, dodging, throwing, kicking, catching, etc.);
(B) participate in games (low-organizational, creative, and cooperative); and
(C) develop and practice behavior reflective of good sportsmanship and safety.

(5) Sequential gymnastic and tumbling skills. The student shall be provided opportunities to:

(A) develop gross motor skills:

(i) orientation of one's body in space;
(ii) balance;
(iii) eye-body coordination; and
(iv) upper body development;
(B) participate in creeping, crawling, rolling, balancing, climbing, lifting one's body.

TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)

This document was published and distributed by the Curriculum Production and Distribution Department of the Fort Worth Independent School District.

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GRADE TWO

PHYSICAL EDUCATION

FORT WORTH

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FORT WORTH, TEXAS
1989

GRADE TWO

PHYSICAL EDUCATION

FORT WORTH

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FORT WORTH, TEXAS
1989

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Teacher Response Form

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

*"The challenge ... is to prepare **all** students to participate in further education and to become productive employees..."*

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

The physical education curriculum, Grades PK-12, has been developed as a tool for assisting physical education teachers in planning, implementing, and assessing their daily instructional programs. We feel certain that the teachers will welcome this document as it was prepared especially for them and for the students they teach.

This publication is a compilation of material from several sources. It is based, however, on the goals for physical education from the Texas Education Agency. Much time and effort have been given to field testing, writing, and revising this guide to develop a useful instructional tool.

Special acknowledgment is extended to the team members and other educators who served on the curriculum development committee. We are grateful to the following committee members for their valuable contributions to the preparation of this guide:

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Gerri Moore, Program Director
Physical Education

PHYSICAL EDUCATION
GRADES PK-12

PHILOSOPHY

The physical education program is an integral part of the total educational process. It is an educational program that is fun, yet it provides vital learning experiences. Physical education is that part of the curriculum which develops knowledge and skills through the concepts and principles of human movement. The philosophy of the program is based on the unity of mind and body. Physical education, therefore, promotes physical awareness and positive attitudes in the way students think, act, and feel toward living a better life.

The emphasis of the program is directed toward the development of fitness through a progression of physical activities. The current trend in this field is to develop the "whole child" and to learn by doing. Although physical education and interscholastic athletics often include the same or similar activities, their program objectives are quite different and neither should be substituted for the other.

The physical education program provides the student an opportunity to develop neuro-muscular skills through physical activities and to realize the potential of the body. Physical activity is the means of expressing feelings, ideas, and emotions while fulfilling the basic human need for movement. Organized games, sports, rhythms, tumbling, and gymnastics become laboratory experiences in which intellectual, social, cultural, and emotional understandings and personal responsibilities are developed.

We recognize that students and school settings are unique as we endeavor to implement a physical education program to meet their individual needs, interests, and abilities. Even so, students are encouraged to acquire certain lifetime attitudes and practice living habits that are vital to a healthy future.

PHYSICAL EDUCATION
GRADES PK-12

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning an instructional program in physical education which is based on the Texas Education Agency essential elements as well as on the goals and objectives of the Fort Worth Independent School District. It is designed to provide continuity in instruction from elementary grades through high school and to assist teachers in planning, implementing, and evaluating instruction which will promote mastery of a common core curriculum.

This guide is designed to follow a sequence of six (6) major instructional areas:

I. Physical Fitness - to improve the quality of life.
II. Motor Development - to develop a positive body image and self-confidence.
III. Rhythms and Dance - to develop coordination, creativity, self-awareness, and endurance.
IV. Games and Sports - to develop skills common to games and team sports.
V. Tumbling and Gymnastics - to develop sequential tumbling and gymnastic skills.
VI. Personal Development - to develop personal and social skills for living.

These six major areas address the developmental and behavioral needs of students through a variety of physical activities. Every area is important if all students are to develop to their potential-physically, mentally, emotionally, and socially.

It is recognized that individual student differences exist within each school throughout the district. These variables make each instructional need unique. As a result, the physical education program is also unique in that it must meet the needs of all students. This guide, therefore, provides suggested activities to meet individual needs, interests, and physical abilities.

PHYSICAL EDUCATION
GRADES PK-12

GOALS

The overall goal of the physical education program is to influence the psychomotor, cognitive, and affective behavior of students through a well-defined, logical sequence of physical education experiences from basic movement education to physical activities for lifetime. The following subgoals are emphasized:

1. The learner will develop physical fitness through activities which stress the development of cardiovascular endurance, muscular strength, and body coordination.

2. The learner will participate in the progression of skills in various group activities and team sports to achieve desired developmental outcomes.

3. The learner will demonstrate an awareness of recreational activities and lifetime sports to meet personal needs and interests for leisure time.

PROGRAM OBJECTIVES

The objectives of an effective physical education program are achieved through a planned, sequential curriculum which incorporates the following:

1. The learner will develop and maintain physical fitness through activities which aid muscular strength, flexibility, agility, coordination, balance, posture, and cardiovascular endurance.

2. The learner will demonstrate understanding of motor skills and learn to move creatively, skillfully, effectively, and safely through exercises, games, sports, rhythms, and gymnastics.

3. The learner will acquire an appreciation and proper regard for social skills, rules, authority, and sportsmanship.

4. The learner will be able to experience enjoyment and express a sense of personal well-being, respect for others, interpersonal relationships, and participation in physical activities.

5. The learner will understand the competitive nature and safety aspects of the program and will identify the strategies of the physical education activities.

6. The learner will develop an interest in skills for living and identify positive health concepts for voluntary participation in individual fitness, community programs, and leisure time activities.

PHYSICAL EDUCATION
GRADES PK-12

P rovide a variety of physical and vigorous activities.

H elp each student develop a positive self-image.

Y our attitude is contagious. Be pleasant and positive.

S tudents appreciate a teacher who can admit, "I don't know. Let's find out."

I magination can solve many equipment and space problems.

C reative activities should be included throughout the year.

A ll students need daily activity organized for maximum participation.

L ook for ways to involve the handicapped and special students.

E xcluding students for punishment should be avoided unless other efforts fail.

D evelop good safety habits and wellness lifestyles.

U se student ideas in planning and implementing class activities.

C reate an atmosphere that is conducive to fun and relaxation.

A dapt activities to individual abilities, interests, and needs.

T he student is being taught - the activities are only tools.

I t is not whether you win or lose, but how you play the game.

O pportunities to develop leadership abilities should be provided for each student.

N othing improves a program more than periodic assessments and ongoing evaluations.

Physical Education
GRADE 2
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. Physical Fitness	
1. Participate in fitness activities	1
2. Pull-up and hang from overhead bar for ten seconds	1, 5A
3. Participate in running games and relays	1,2A,4A
B. Motor Development	
1. Perform body mechanic skills	1,2A
2. Perform locomotor movements	1,2A
3. Perform non-locomotor movements	2A,B
4. Execute a combination of movements	2A,B,5A
C. Rhythms and Dance	
1. Respond to moods in music	3B,C,
2. Change steps and partners to music	3A-C,4C
3. Create simple dance patterns to songs, poems, and stories	3A-C,
4. Participate in a variety of musical and rhythmic activities	1,2A,B,3A 3B,C
D. Games and Sports	
1. Play low-organizational games	1,4B,C
2. Participate in rope-jumping activities	4A-C
3. Participate in team games and group activities	1, 4A-C
4. Practice ball-handling skills	4A,B
E. Tumbling and Gymnastics	
1. Perform two new tumbling skills	2A,B,5A,B
2. Demonstrate two new skills on balance beam	1,2A,B,5A
3. Travel and dismount from overhead apparatus	2A,4C,5A,B
4. Demonstrate a knowledge of safety practices while using gymnastic equipment	4C
F. Personal Development	
1. Perform assigned tasks	1,4C
2. Follow a sequence of directions	1,4C
3. Demonstrate good sportsmanship	4C
4. Demonstrate capability to work independently	1,4C
5. Display courtesy toward others during class instruction and activities	1,4B,C

SCOPE AND SEQUENCE--PHYSICAL EDUCATION PK-5

Gr.	Physical Fitness	Motor Development	Rhythms and Dance
PK-K	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence
1	Participates in daily exercises Demonstrates good posture and body mechanics Climbs, jumps, and hangs from overhead apparatus Demonstrates speed and coordination	Identifies ten body parts Performs locomotor movements Performs non-locomotor movements Identifies personal space Performs posture and body mechanics	Follows directions or cues to music Performs simple dances Demonstrates fundamental and creative rhythms
2	Participates in fitness activities Pulls up and hangs from overhead Participates in relays and running games	Performs body mechanics skills Performs all locomotor movements Performs all non-locomotor movements Executes a combination of movements	Responds to moods in music Changes steps and partners to music Creates simple dance patterns Participates in musical and rhythmic activities
3	Practices proper fitness techniques • warm-up/cool-down exercises Performs daily fitness activities Performs skills on Fitness Test	Develops body awareness through movement Participates in movements using balance, agility, and flexibility Establishes continuity of locomotor and non-locomotor movement Solves movement exploration problems	Practices movements to musical accompaniment Performs folk dances and square dances Performs line dances and circle dances Participates in aerobic activities to music
4	Executes variety of fitness exercises Participates in aerobic exercises Practices to increase muscular strength Demonstrates average level on Fitness Test • flexibility • muscular strength • cardiovascular endurance • body composition	Demonstrates an understanding of qualities of movement Performs creative and expressive movements Moves freely upon command Uses equipment while moving through guided discovery activities	Executes five basic dance steps Senses musical phrasing Performs movements while changing • mood • tempo • accents • rhythmic beats Participates in rhythmic activities using hand apparatus
5	Participates in daily fitness activities Explains meaning of physical fitness Performs average level on Fitness Test Demonstrates knowledge of activities to improve personal fitness	Demonstrates body awareness and body management Solves movement problems Performs individual and group movement exploration activities	Performs modern and folk dances Executes various dance steps • two-step • waltz step • schottische • tinikling Creates movement sequences and interpretive dances to music

SCOPE AND SEQUENCE--PHYSICAL EDUCATION PK-5

Games and Sports	Tumbling and Gymnastics	Personal Development	Gr.
See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	PK-K
Demonstrates ball-handling skills • throw and catch • roll and kick • toss and bounce Handles and jumps rope Participates in running games and relays	Recognizes basic tumbling terminology Executes three tumbling skills • forward, backward, and log roll Walks low beam foward and backward Performs individual and group stunts • stationary stunts • moving stunts	Displays positive attitudes toward group participation Demonstrates good sportsmanship • cooperation • courtesy Follows directions, class rules, and safety procedures	1
Plays low organizational games Participates in rope jumping activities Participates in team games and group activities Practices ball-handling skills	Performs two new tumbling skills Demonstrates two new balancing skills Travels and dismounts from overhead apparatus Demonstrates safety practices while using gymnastic equipment	Performs assigned tasks Follows a sequence of directions Demonstrates good sportsmanship Demonstrates capability to work independently Displays courtesy toward others	2
Participates in lead-up games • net games • softball • soccer • volleyball Participates in relay, track and field events Demonstrates rope jumping skills Participates in recreational and cooperative games Learns rules and fundamentals of sports-related activities	Executes five tumbling skills • forward, backward, and dive rolls; • cartwheeel and • roundoff Demonstrates five skills on various apparatus • parallel bars • tumbling table • horizontal bar • vaulting horse • balance beam Performs individual, partner, and group stunts	Displays self-control and cooperation Demonstrates responsibility as a leader Recognizes strengths and weaknesses in physical abilities Uses safety procedures during class activities Recognizes the importance of rules	3
Participates in lead-up games and team sports (basketball, soccer, softball, volleyball, track and field events) Practices techniques and skills common to sports Demonstrates knowledge of rules and strategies of team sports Performs scorekeeping and officiating duties	Executes ten tumbling skills Performs stunt & pyramid building Demonstrates skills on apparatus (horizontal bar, parallel bars, vaulting horse, tumbling table, balance beam) Demonstrates safety techniques while using gymnastic equipment Performs simple tumbling or floor exercise routine	Demonstrates courtesy and fair play Cooperates in solution of common problems Accepts decisions made by person in authority Recognizes consequences of misbehavior Recognizes that being active is more important than winning	4
Demonstrates knowledge of games, individual and team sports (rules, strategies, fundamentals, terminology and scorekeeping) Participates in leisure and recreational activities Demonstrates knowledge of procedures for setting up sports equipment	Executes floor exercises and tumbling routines Performs simple routines on gymnastic equipment Describes body mechanics and progressions in tumbling and gymnastics Identifies terms, definitions, and safety factors of gymnastics	Identifies individual strengths and weaknesses Shows respect for self and others Accepts rules and decisions made by authority Recognize contributions made by participants in group, game, and physical activities	5

PHYSICAL EDUCATON, GRADE 2

A. PHYSICAL FITNESS

OBJECTIVE 1: PARTICIPATE IN FITNESS ACTIVITIES

Resources

TEACHING ACTIVITY: Direct the students to gallop to the beat of the drum. Vary the speed of the beat and emphasize that they should adjust their speed to that of the drum beat. *Moving and Learning*

Stress the importance of using the proper mechanics of galloping as a fitness activity. (Directions on galloping, p. 148)

Assessment: Observe the students galloping to the beat of the drum. Check the students' ability to vary the speed as the drum beat changes. Assess the students' use of proper form during the galloping activities.

RETEACHING ACTIVITY:

1. Explain the importance of dodging as a fitness activity.

2. Stress the importance of anticipating collisions or obstacles. Point out that proper use of the knees makes changing directions easier.

Assessment: Ask the students to tell the importance of dodging during certain fitness activities. Have students name the body part that helps make changing directions easier. Why?

EXTENSION: Teach the students the rules to the game, "Uncle Sam." (Illustration and directions on p. 406, *Moving and Learning*) Emphasize the importance of the students using running, starting, stopping, tagging, and dodging abilities.

Assessment: Ask the students to orally explain the rules of "Uncle Sam." Observe each student execute, and note his/her ability to run, start, stop, tag, and dodge.

PHYSICAL EDUCATION, GRADE 2

A. PHYSICAL FITNESS

OBJECTIVE 2: PULL UP AND HANG FROM OVERHEAD BAR FOR TEN SECONDS

Resources

TEACHING ACTIVITY:

Moving and Learning

1. Model the three different grips which can be used to hang from an overhead bar. (*Moving and Learning*, pp. 267-268)

2. Stress the importance of using muscular arm strength and endurance while pulling up. Explain the proper alignment of the body. (*Moving and Learning*, pp. 194-195)

Assessment:

1. Have students demonstrate the three different grips used to hang from an overhead bar on command.

2. Ask the students to explain why muscular strength and endurance are important while pulling and hanging from an overhead bar.

RETEACHING ACTIVITY:

1. Pair students and have them practice pulling up and hanging from overhead bar for ten seconds.

2. Have them time each other while they observe their partner's grip. Tell the students to name the grip which was used to pull up and hang.

Assessment:

1. Observe the students practicing pull-ups and hangs from overhead bar for ten seconds. Check to see the specific grip being used.

2. Assess the students as they name the three different grips.

PHYSICAL EDUCATION, GRADE 2

A. PHYSICAL FITNESS

OBJECTIVE 3: PARTICIPATE IN RUNNING GAMES AND RELAYS

Resources

Moving and Learning

TEACHING ACTIVITY:

1. Have students practice running around in general space avoiding the space of others while staying within the defined boundaries.
2. On signal, have students change direction or pathway.
3. Stress the importance of covering as much space as possible without running into anyone else's space.

Assessment:

1. Observe students running around in general space avoiding the space of others.
2. Check for students' ability to remain within the defined boundaries.
3. Assess the students' ability to change directions smoothly.

RETEACHING ACTIVITY:

1. Teach the rules to Circle Race. (*Moving and Learning*, p. 404)
2. Encourage students to run as close to the circle as possible.
3. Focus on having controlled tags and stops.

Assessment:

1. Observe the students participate in Circle Race.
2. Assess the students' ability to run as close to the circle as possible while trying to control tags and stops.

EXTENSION:

1. Have the students practice running a shuttle relay race.
2. Explain the importance of passing and handing the baton during the race.
3. Stress the importance of having the runner in ready position with hand out to side to grasp baton.
4. Tell the students that the distance between the lines is 20 feet and encourage the runner to always thrust baton forward in right hand.

Assessment:

1. Observe the students' performance during a baton passing shuttle relay race.
2. Check for passing and handling the baton, as well as the baton-grasping procedure.

Resources

B. MOTOR DEVELOPMENT

OBJECTIVE 1: PERFORM BODY MECHANIC SKILLS

Resources

Moving and Learning, pp. 135-139

TEACHING ACTIVITY:

1. Show students how to use the body mechanics skills: balance, time, force, and flow.
2. Have students practice balance on three different body parts. Ask, "Can you balance on one body part? Two body Parts? Three body Parts?"
3. Direct the students to make a balanced shape on three body parts within the count of four.
4. Point out the body mechanics that are utilized during this activity and stress that balance, time, force, and flow are needed in all physical tasks.

Assessment: Assess the students' ability to use body mechanics skills while performing physical tasks.

RETEACHING ACTIVITY:

1. Tell the students to make a shape with the body while keeping balance.
2. Ask the students to move strongly while making a loud noise.
3. Explain that these two movements are needed to improve body mechanics skills.

Assessment:

1. Test the students' ability to make a shape with the body while keeping balance.
2. Check for students' ability to use force to perform movements.

EXTENSION: Assign the student groups to create a short routine including movement that requires the body mechanics: balance, time, force, and flow.

Assessment: Assess each student's routine by checking for movements that include the body mechanics: balance, time, force, and flow.

B. MOTOR DEVELOPMENT

OBJECTIVE 2: PERFORM LOCOMOTOR MOVEMENTS

Resources

TEACHING ACTIVITY: Have students practice all locomotor movements including walking, running, jumping, hopping, leaping, galloping, sliding, and skipping. Tell the students to choose a partner and have the students determine whether the locomotor movements are being executed in proper form.

Moving and Learning

Assessment: Observe students as they practice the listed locomotor movements. Check for incorrect technique and demonstrate correct technique when necessary.

RETEACHING ACTIVITY:

1. Demonstrate the proper techniques to skip, gallop, and slide. (*Moving and Learning*, pp. 149-150)

2. Stress the importance of keeping the legs relaxed and moving to a specific rhythm when performing the skills.

Assessment:

1. Have the students skip, gallop, and slide using the proper techniques.

2. Ask the students to tell the name of the body parts that need to remain relaxed during these locomotor movements and tell why.

EXTENSION:

1. Assign student groups to create a routine involving all locomotor skills.

2. Ask the students to focus on proper body form when performing locomotor movement.

Assessment: Observe the student groups as they perform a routine which includes all the listed locomotor skills. Have the students evaluate the use of skills and the body form of the other students.

PHYSICAL EDUCATION, GRADE 2

B. MOTOR DEVELOPMENT

OBJECTIVE 3: PERFORM NON-LOCOMOTOR MOVEMENTS

Resources

Moving and Learning, p. 153

TEACHING ACTIVITY:

1. Have students practice all non-locomotor movements including bend-stretch, push-pull, swing-sway, and twist-turn.

2. Emphasize that these movements can also be performed in a standing, kneeling, sitting, or lying position.

Assessment:

1. Observe students practicing the listed non-locomotor movements.

2. Ask the students to tell the other positions in which these movements can be performed.

RETEACHING ACTIVITY:

1. Tell the students to bend different body parts, then stretch those parts. Next, tell the students to twist three different body parts.

2. Play music and have students swing and sway to the beat of the music.

Assessment: Observe the students' ability to perform the following non-locomotor movements: bend, stretch, twist, swing and sway.

EXTENSION: Play the game Simon Says and have the leader command the students to perform a non-locomotor movement with a specific part of the body. Example: Simon Says, twist your arm.

Assessment: Observe the students playing Simon Says and assess the students' performance of non-locomotor skills.

B. MOTOR DEVELOPMENT

OBJECTIVE 4: EXECUTES A COMBINATION OF MOVEMENTS

Resources

TEACHING ACTIVITY:

1. Have students move through general space using a combination of movements (on verbal cues from teacher).

2. Emphasize the importance of listening carefully and maintaining good rhythm and form during each movement.

Assessment:

1. Test the students' ability to perform a combination of movements with a one-minute time limit for each.

2. Check for students' listening skills as well as moving to good rhythm and form during the combination of movements.

RETEACHING ACTIVITY:

1. Divide the class into partners and have them use verbal cues with each other to lead into a combination of movements.

2. Have students challenge their partners to perform five locomotor and five non-locomotor movements.

Assessment:

1. Observe the students and partners as they receive verbal cues from each other to perform a combination of movements.

2. Check to see that each student is performing his/her challenge.

EXTENSION: Challenge students to create a routine using as many locomotor and non-locomotor movements as possible. Have students concentrate on proper body techniques when using each movement.

Assessment:

1. Assess each student's routine for the combination of movements.

2. Check students' ability to perform each movement using proper body technique.

PHYSICAL EDUCATON, GRADE 2

C. RHYTHMS AND DANCE

OBJECTIVE 1: RESPOND TO MOODS IN MUSIC

Resources

TEACHING ACTIVITY:

1. Explain to students that rhythm and timing are important elements when responding to moods in music.

2. Have the students create a rhythmic pattern to music, through practice and repetition.

3. Let students pick their own music to create their own rhythmic pattern.

Assessment:

1. Observe as the students attempt to create rhythmic patterns to music of their choice.

2. Stress to the students that practice and repetition will help their rhythmic pattern become better.

RETEACHING ACTIVITY: Have the students use the following locomotor movements to a loud drum beat.

- Walk
- Run
- Skip
- Gallop
- Hop
- Slide

Assessment: Observe as the students change locomotor skills when they hear a drum beat.

EXTENSION:

1. Discuss these objects (elevator, ball, clock, rubber band) and their movements.

2. Have the students mimic them in their own way while listening to different types of music.

Assessment:

1. Pick one or two of the objects.

2. Have the students mimic them to their favorite music.

3. After all the students have had a turn, let the students pick the best mimicker in the class.

C. RHYTHMS AND DANCE

OBJECTIVE 2: CHANGE STEPS AND PARTNERS TO MUSIC

Resources

TEACHING ACTIVITY: Have students perform to the dance, "Chimes of Dunkirk, " by changing steps and partners to music.

Chimes of Dunkirk
(See attachment)

Assessment:

1. Observe students as they attempt to perform the dance, "Chimes of Dunkirk." (Dance steps attached)

2. Have the students tell orally when they change steps and partners in the dance.

RETEACHING ACTIVITY: Have students change steps and partners to the dance, "Ten Little Indians."

Ten Little Indian instructions
(See attachment)

Assessment:

1. Have the students orally explain how to perform the dance, "Ten Little Indians."

2. Ask the students to write a short paragraph to tell how to change steps and partners to music for "Ten Little Indians."

RHYTHMS AND DANCE

Chimes of Dunkirk (French)

Records: Victor 45-6176, 17327; Folkraft 1188; Columbia A-3016

Skill: Sliding

Formation: Single circle with boys and girls alternating: Partners face each other, hand on own hips.

Directions:

Measure	Action
1-2	All stamp lightly left, right, left.
3-4	Clap the hands overhead, swaying back and forth.
5-8	Join hands with partner and make one complete turn in place clockwise.
9-16	All join hands in a single circle, facing the center, and slide to the left (16 slides).

Ten Little Indians (American)

Record: Folkraft 1197

Skills: Walking, simulated Indian dancing

Formation: Circle: Ten children are selected and number consecutively from 1 to 10, but they remain in the circle.

Verse: One little, two little, three little Indians, four little, five little, six little Indians. Seven little, eight little, nine little Indians, ten little Indian braves (squaws).

Directions: The piece is repeated four times to allow a complete sequence of the dance. During the first repetition, the Indians as numbered go from the circle to the center when their number is mentioned in the singing, while the remainder of the circle children clap lightly. During the second repetition of the music, the Indians in the center do an Indian dance, each in his own way. The third time the verse is sung, the Indians in the center return to the circle when their numbers are sung. During the last repetition of the piece, all children dance as Indians, moving in any direction they wish. The dance is repeated with another set of Indians.

PHYSICAL EDUCATON, GRADE 2

C. RHYTHMS AND DANCE

OBJECTIVE 3: CREATE SIMPLE DANCE PATTERNS TO SONGS, POEMS, AND STORIES

Resources

TEACHING ACTIVITY:

1. Demonstrate different movements and/or combinations of movements from dance patterns from the poem, "Roses are Red."
2. Write movements and/or combinations of movements on flash cards. Without looking, the student selects a card and directs the class to "show me the secret poem."
3. Students select a movement and perform it until signaled to stop.
4. The card is then revealed to the class to see what student, by chance, guessed the secret poem.

Assessment:

1. Have the students name the combinations of movements that were used in the dance patterns from the poem, "Roses are Red."
2. Observe students as they attempt to make up new dance patterns from their favorite poems.

RETEACHING ACTIVITY:

1. Have the students create three simple dance patterns from the song, "Old McDonald."
2. Stress to the students that the dance patterns should be unique and creative.

Assessment:

1. Have the students perform their simple dance patterns in front of the class.
2. Have students express their feelings about each other's dance patterns.

EXTENSION:

1. Have students create three simple dance patterns from the story, "The Three Bears."
2. Stress to the students that the simple dance patterns should be unique and creative.

Assessment:

1. Have the students perform their simple dance patterns in front of the class.
2. Have students express their feelings about each other's simple dance patterns.

PHYSICAL EDUCATON, GRADE 2

D. GAMES AND SPORTS

OBJECTIVE 1: PLAY LOW-ORGANIZATIONAL GAMES

Resources

Games and Sports attachment

TEACHING ACTIVITY:

1. Explain to the students what a game is and talk about playing, fun, etc.
2. Make sure students understand that participating is more important than winning.
3. Introduce the low-organizational game, "Cat and Mice."

Assessment: Have the students list the name of the players and the rules of the low-organizational game, "Cat and Mice."

RETEACHING ACTIVITY:

1. Show to the students a bean bag and explain how bean bags can be used to play games.
2. Make sure students know what a circle is and how to make a circle.
3. Have students form a circle and participate in the low-organizational game, "Hot Potatoes."

Assessment:

1. Have the students explain how to make a circle.
2. Have students tell orally the name and rules of the game, "Hot Potatoes."

EXTENSION:

1. Add a variation to the game, "Hot Potatoes."
2. Reverse the direction for passing the beanbags on a signal.

Assessment:

1. Have the students orally explain what variation was added to the game "Hot Potatoes."
2. Have the students tell how to successfully keep up with change in directions.

GAMES AND SPORTS

Cat and Mice

Playing Area: Playground, gymnasium, classroom

Players: 10 to 30

Supplies: None

Skills: Running, dodging

Directions: The children form a large circle. One child is the cat and four others are the mice. The cat and mice cannot leave the circle. On signal, the cat chases the mice inside the circle. As they are caught, they join the circle. The last mouse caught becomes the cat for the next round.

Teaching Suggestions: The teacher should start at one point in the circle and go around the circle selecting mice so that each child gets a chance to be in the center. Sometimes, one child has difficulty catching the last mouse or any of the mice. If this is the case, the children forming the circle can take a step toward the center, thus narrowing the running room. The teacher should cut off any prolonged chase sequence.

Hot Potatoes

Playing Area: Gymnasium, playground, classroom

Players: Entire class

Supplies: Six balls or beanbags for each group

Skill: Object handling

Directions: Children are seated in small circles (8 to 12 per circle) close enough together so that objects can be handed from one to another around the circle. Balls or beanbags or both are passed around the circle, a few being introduced at a time. The object of the game is to pass the balls or beanbags rapidly so as not to get stuck with more than one object at a time. If this happens, the game is stopped and the player moves back and waits. After three are out of the circle, the game starts over. The teacher should start the game with two or three objects and gradually add objects until someone has more than one at a time.

Variation: The direction of passing can be reversed on signal.

PHYSICAL EDUCATON, GRADE 2

D. GAMES AND SPORTS

OBJECTIVE 2: PARTICIPATE IN ROPE-JUMPING ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Give each student an individual rope.
2. Instruct students how to swing a pendulum swing.
3. Have the students jump the rope using a pendulum swing.

Assessment:

1. Have each student jump the rope, using a pendulum swing, ten consecutive times.
2. Pair students and have partners count for each other.

RETEACHING ACTIVITY:

1. Have the students start jumping an individual rope one turn at a time.
2. After practicing rope-jumping skills with individual rope, gradually increase the number of turns.

Assessment: Have the students jump individual rope at least ten times in succession, without making a mistake.

EXTENSION:

1. Demonstrate the two basic rope-jumping activities: slow time and fast time.
2. Have students perform the basic jumps, alternating slow time and fast time skills.

Assessment: Have the students demonstrate a slow time and a fast time rope-jumping skill.

PHYSICAL EDUCATON, GRADE 2

D. GAMES AND SPORTS

OBJECTIVE 3: PARTICIPATE IN TEAM GAMES AND GROUP ACTIVITIES

Resources

TEACHING ACTIVITY:

Competitive Circle Contests Attachment

1. Provide students the opportunity to participate in a team and/or group activity.
2. Teach students a group activity to stress that each member of the team must put forth his/her best effort to help the team win the game.
3. Introduce the game, Individual Dodgeball, to emphasize the role of team players and opponents.

Assessment: Monitor the game activity and observe the efforts of each student while participating in Individual Dodgeball.

RETEACHING ACTIVITY:

1. Introduce the group activity, Circle Club Guard.
2. Stress to students that they must work as a team in order to win the game.

Assessment:

1. Have the students orally explain the rules of Circle Club Guard.
2. Have students tell which team successfully knocked down the club more times.

EXTENSION:

1. Introduce the team game, Touch Ball, to the students. — See attachment
2. Emphasize to the students to work as a team and to show good sportsmanship.
3. Emphasize eye-hand coordination as each student passes the ball to another student.

Assessment:

1. Have students explain Touch Ball orally.
2. Have students explain why eye-hand coordination is important when catching a ball.

COMPETITIVE CIRCLE CONTESTS

Playing Area: Playground, gymnasium

Players: 20 to 30

Supplies: Two volleyballs or rubber playground balls, two Indian clubs

Skills: Throwing, catching

Directions: Two teams compete against each other in the form of independent circles. The circles should be of the same size, and lines can be drawn on the floor to ensure this. The players of each team are numbered consecutively, so that each player in one circle corresponds to a player in the other. (These numbered players, in sequence, go to the center of the opponents' circle to compete for their team in any of the following activities:

1. Individual Dodgeball. The circle players throw at the center player from the other team. The circle that hits the center player first wins a point.
2. Circle Club Guard. The center player guards an Indian club. The circle that knocks down the club first wins a point.
3. Touch Ball. The circle players pass the ball from one to another while the center player tries to touch it. The center player that touches the ball first wins a point for the respective team. In case neither player is able to touch the ball in a reasonable period of time, the action should be cut off without awarding points.

After all players have competed, the team with the most points wins. For Individual Dodgeball and Circle Club Guard, there must be three passes to different people before the ball can be thrown at the center. It may be necessary to establish circle lines to regulate throwing distance.

D. GAMES AND SPORTS

OBJECTIVE 4: PRACTICE BALL-HANDLING SKILLS

Resources

TEACHING ACTIVITY:

1. Introduce ball-handling skills by emphasizing hand-eye coordination.
2. Stress that the eyes should be kept on the ball and fingertips used to catch the ball.
3. Have students catch and bounce a 8 1/2" playground ball to another student.

Assessment:

1. Place students in groups of three. Have one student observe the other two students as they catch and pass the ball.
2. The student observing should give eye and fingertip feedback to make sure the student catching and throwing the ball is using these skills.

RETEACHING ACTIVITY:

1. Have students dribble a ball in a stationary and/or moving position.
2. Students must keep their eyes on ball while attempting ball-handling skills.

Assessment: Have students dribble in a moving or stationary position as they hear or see a signal.

EXTENSION: Have students add various challenges while tossing and catching the ball, i.e., touch flow, lie down, clap hands, make body turns.

Assessment: Observe students as they attempt to do as many different positions as they can while they are tossing and catching the ball.

PHYSICAL EDUCATON, GRADE 2

E. TUMBLING AND GYMNASTICS

OBJECTIVE 1: PERFORM TWO TUMBLING SKILLS: FORWARD AND BACKWARD ROLL

Resources

TEACHING ACTIVITY:

1. Have the students perform the forward roll by squatting on the mat. The knees should be between the hands, palms flat, and fingers are pointed forward. — Forward Roll attachment
2. Have the students tuck the head downward as the hips are lifted.
3. Roll over until the shoulders touch the mat, remaining in a curled position.
4. As feet touch the mat, rise to a standing position.

Assessment: Observe the students while they attempt to perform at least three forward rolls in succession.

RETEACHING ACTIVITY:

1. Have the students perform the backward roll by squatting on the mat. Hands should be placed above the shoulders, palm upward and fingers pointed toward direction of roll. — Backward Roll attachment
2. Roll backward onto the hips, back, and shoulders. As the hands contact the mat, push with the hands to continue the roll onto the feet.
3. Then rise to a standing position.

Assessment: Observe the students while they attempt to perform at least three backward rolls in succession.

EXTENSION:

1. Review the forward and backward rolls with spotting and assistance as necessary.
2. Work on coming out of the roll to the feet. Grasping the knees at the end of roll is of help.

FORWARD AND BACKWARD ROLL

Forward Roll

Backward roll

Teacher Resource
Teaching Activity (E:1)
PE2

E. TUMBLING AND GYMNASTICS

OBJECTIVE 2: DEMONSTRATE TWO SKILLS ON THE BALANCE BEAM: WALKING AND CHANGING ARM AND LEG POSITIONS

Resources

TEACHING ACTIVITY:

1. Have the students balance the body while walking across the balance beam. Explain to the students that balance is affected by the auditory and visual senses.

2. Experiment by trying various balance activities and eliminating some of the senses.

Assessment:

1. Observe while students attempt to walk across the balance beam without falling.

2. Have the students explain why balance is affected by the auditory and visual senses.

RETEACHING ACTIVITY: Have the students change arm and leg positions of directions of movement. This creates a new task for the body, and it must compensate to maintain balance.

Assessment: Have students orally explain why changing direction of movement creates a new task for the body.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 3: TRAVEL THE DISTANCE OF OVERHEAD APPARATUS AND DISMOUNT PROPERLY (LAND ON BALLS OF FEET WITH KNEES FLEXED)

Resources

TEACHING ACTIVITY:

1. Have the students mount the horizontal ladder by jumping up.
2. Have the students travel the length of the horizontal ladder, using the rungs. Start by traveling one rung at a time, and then skip one or more rungs to add challenge.
3. Have students dismount by jumping down and landing on balls of feet with knees flexed.

Assessment:

1. Have the students mount the horizontal ladder by jumping up.
2. Monitor while students travel the length of the horizontal ladder.
3. Have students dismount by jumping down and landing on balls of feet with knees flexed.

RETEACHING ACTIVITY:

1. Have the students mount the horizontal ladder by jumping up.
2. Have the students travel the length of the horizontal ladder, using both side rails; also use just one rail to travel the ladder.
3. Have students dismount by jumping down and landing on balls of feet with knees flexed.

Assessment:

1. Have the students mount the horizontal ladder by jumping up.
2. Observe the students as they attempt to travel the length of the horizontal ladder, using both side rails.
3. Have students dismount by jumping down and landing on balls of feet with knees flexed.

EXTENSION:

1. Have the students mount the horizontal ladder by jumping up.

2. Have the students travel the length of the horizontal ladder carrying a beanbag, a ball, or any similar object.

3. Have students dismount by jumping down and landing on balls of feet with knees flexed.

Assessment:

1. Have the students mount the horizontal ladder by jumping up.

2. Observe the students as they attempt to travel the length of the horizontal ladder carrying a beanbag.

3. Have students dismount by jumping down and landing on balls of feet with knees flexed.

Resources

E. TUMBLING AND GYMNASTICS

OBJECTIVE 4: DEMONSTRATE A KNOWLEDGE OF SAFETY PRACTICES WHILE USING GYMNASTIC EQUIPMENT

Resources

TEACHING ACTIVITY: Have the students write the safety practices for the balance beam (See Teacher Resource). The teacher should give an explanation for each safety practice.

Safety Practices (attachment)

Assessment: Have the students take a written test over the safety practices for the balance beam.

RETEACHING ACTIVITY: Explain and demonstrate for the students the following safety practices for the jumping box.

Activities for Jumping Boxes (attachment)

1. Lightness, bent-knee action, balance, and body control should be stressed when students dismount.
2. Mats should be used to cushion the dismount.
3. No more than one student on a box.

Assessment: Observe the students as they attempt to follow the safety practices for the jumping boxes.

SAFETY PRACTICES

1. Students should move with controlled, deliberate movements.
2. Students should step slowly on the balance beam, perform their routines, and dismount with a small, controlled jump.
3. Students should look straight ahead rather than down at their feet.
4. Students should step off the balance beam when they lose their balance, rather than fall off awkwardly.
5. The student next in line should begin when the performer ahead is half way the distance across the balance beam.
6. A student can provide assistance for the performer. The assistant should hold his hand palm up, so that the performer can use the help if needed.

ACTIVITIES WITH JUMPING BOXES

Jumping boxes can be constructed or purchased. They provide opportunities for children to jump from a height and propel the body through space. Activities with jumping boxes generally are confined to the primary grades.

Boxes can be of varying heights. For kindergarten and first grade, heights of 8 inches and 16 inches are suggested. For the second and third grades, heights of 12 inches and 24 inches are more challenging. Boxes can be built with 18-by-18 inch sides for the two higher heights and 16-by-16 inch sides for the two lower heights.

This enables the smaller boxes to be stored inside the larger ones. The top should be padded and covered with durable leather or plastic. A rubber floor pad can be placed under the box to protect the floor and prevent sliding. Plans for constructing boxes are found in Chapter 35, *Dynamic Physical Education*.

Many of the suggested activities can be done from a step platform. Heavy wooden chairs (never folding chairs) with backs removed can be used as higher platforms.

PHYSICAL EDUCATON, GRADE 2

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: PERFORM ASSIGNED TASKS AND DEMONSTRATE SELF-RELIANCE

Resources

TEACHING ACTIVITY:

1. Discuss the importance of completing assigned tasks.
2. Explain that enough time will be allotted for each class activity.
3. Stress the importance of demonstrating self-reliance in performing tasks within the allotted time.

Assessment:

1. Ask the students to explain the importance of completing assigned tasks.
2. Observe the students' display of self-reliance for completing all class activities.

RETEACHING ACTIVITY:

Moving and Learning, pp. 244-247

1. Have the students perform the following individual stunts: the forward roll, the backward roll, and the log roll. Emphasize the importance of completing this task.
2. Tell students to demonstrate self-reliance when performing the assigned task.

Assessment: Assess students' ability to perform the assigned task as outlined. Observe the students' self-reliance displayed in performing these tasks.

F. PERSONAL DEVELOPMENT

OBJECTIVE 2: FOLLOW A SEQUENCE OF DIRECTIONS

Resources

TEACHING ACTIVITY:

1. Working with hoops, have the students perform the following sequence of directions:

   - Circle hoop around waist
   - Circle hoop with arm overhead
   - Circle hoop side to side
   - Circle hoop on right wrist
   - Then left wrist

2. Tell students to focus on using their listening skills in order to remember the proper sequence.

Assessment: Test the students' ability to demonstrate their listening skills by performing an assigned sequence of directions using a hoop.

TEACHING ACTIVITY:

1. Have the students perform the following non-locomotor skills in a proper sequence chosen by the teacher: bend, stretch, push, pull, swing, and sway.

2. Encourage the students to remember and follow the proper sequence.

Assessment: Assess the students' ability to follow the assigned sequence of directions while performing non-locomotor skills.

EXTENSION: Tell the students to jog in the following directions using the following sequence: forward, backward, right, left to 20 counts. Stress the importance of jogging together in a line.

Assessment:

1. Observe the students jogging in a line moving forward, backward, right, left to 20 counts.

2. Check to see that students are following the proper sequence of directions.

PHYSICAL EDUCATON, GRADE 2

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: DEMONSTRATE GOOD SPORTSMANSHIP

TEACHING ACTIVITY:

1. Discuss the importance of being a "good sport" in all games and class activities.
2. Define a "good sport" to be one who respects the rules and authority, plays fair, knows how to compete, and shows cooperation.
3. Emphasize that it is very important to be a good sport to enjoy winning, as well as, accept losing.

Assessment:

1. Have an oral discussion with the students about good sportsmanship.
2. Ask a student, in his own words, to tell what the term "good sport" means.

RETEACHING ACTIVITY:

1. Divide the students into two teams and explain the rules to a simple basketball game.
2. Explain that the students may use underhand shots as well as overhand throws.
3. Check for good sportsmanship and use of rules throughout the game.

Assessment:

1. Assess the students' ability to follow the rules of a simple basketball game.
2. Observe the students' good sportsmanship throughout the game.

EXTENSION: Tell the students to list all the qualities of good sportsmanship and have them give examples of students in the class who show "good sportsmanship?" Why?

Assessment: Have the students list all the qualities of good sportsmanship.

- Respects authority
- Follows rules
- Plays fair
- Shows cooperation
- Accepts losing gracefully

Resources

Moving and Learning, p. 108 "Ball Skills Challenges"

F. PERSONAL DEVELOPMENT

OBJECTIVE 4: DEMONSTRATE CAPABILITY TO WORK INDEPENDENTLY IN AN ACTIVITY

Resources

TEACHING ACTIVITY:

1. Discuss with students individual responsibility for working independently in all activities.
2. Stress how independent learning is shown when the student listens carefully, follows directions, takes care of equipment, and exhibits proper behavior.

Assessment:

1. Have an oral discussion with students and ask why it is important to be an independent learner.
2. Have them list qualities that show independent learning in activities.

RETEACHING ACTIVITY:

1. Have the students practice their short rope-jumping skills. Tell them to remember to practice independently. Have them count to 20 as they jump.
2. Stress responsibility of putting rope away when done.

Assessment:

1. Assess the students' ability to practice rope-jumping skills independently.
2. Check to see that the students follow directions and take care of equipment.

EXTENSION:

1. Have students create a routine to music independently.
2. Explain that the movements must be creative.
3. Have the students be responsible for the music while limiting the routine to 2 minutes.

Assessment: Grade the students' routine by checking for:

- Creativity
- Independent work
- Following rules

F. PERSONAL DEVELOPMENT

OBJECTIVE 5: DEMONSTRATE COURTESY TOWARD OTHERS DURING CLASS INSTRUCTION AND ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Give the students definitions of courtesy and fair play. Direct class discussion by emphasizing the importance of courtesy.

2. Demonstrate what courtesy is to the students by role playing in different situations in which courteous behavior is used.

Moving and Learning, pp. 208-209

Assessment: Have students tell why courtesy is important in physical activities, games, and sports and list examples of fair and unfair behavior they observed during instruction and activities in class.

RETEACHING ACTIVITY:

1. Group students and have them role play specific situations demonstrating fair and unfair behaviors.

2. The class will identify and respond to each of the situations by labeling them fair or unfair.

Assessment:

1. Have students write a paragraph describing a situation that happened during class activity that dealt with fair or unfair behavior.

2. Let students read their paragraphs orally to the class.

EXTENSION:

1. Have the students practice Frisbee(disc) throws with partner.

2. Emphasize the importance of sharing the Frisbee as they take turns throwing it.

Assessment: Observe the student demonstrating courtesy while throwing the Frisbee to partner.

ESSENTIAL ELEMENTS IN PHYSICAL EDUCATION
GRADE 2

(1) Physical fitness development to improve the quality of life. The student shall be provided opportunities to participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance.

(2) Motor skills that develop positive body image and confidence. The student shall be provided opportunities to:

(A) acquire fundamental movement skills:

(i) locomotor (walking, running, jumping, skipping, etc.);
(ii) nonlocomotor (bending and stretching, pushing and pulling, twisting and turning, etc.);
(iii) manipulative (working with bean bags, large balls, ropes, etc.); and
(iv) posture and body mechanics (standing, sitting, falling safely, etc.);

(B) develop perceptual awareness skills:

(i) body awareness of name, location, and relationship of body parts);
(ii) spatial and directional awareness (an awareness of how much space the body occupies and where to move);
(iii) coordination (eye-hand, eye-foot, rhythm); and
(iv) balance.

(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance. The student shall be provided opportunities to participate in rhythmic activities:

(A) fundamental skills;
(B) creative rhythms; and
(C) singing games.

(4) Skills related to games and sports. The students shall be provided opportunities to:

(A) participate in skills common to games and sports (starting, stopping, dodging, throwing, kicking, catching, etc.);
(B) participate in games (low-organizational, creative, and cooperative); and
(C) develop and practice behavior reflective of good sportsmanship and safety.

(5) Sequential gymnastic and tumbling skills. The student shall be provided opportunities to:

(A) develop gross motor skills:

(i) orientation of one's body in space;
(ii) balance;
(iii) eye-body coordination; and
(iv) upper body development;

(B) participate in creeping, crawling, rolling, balancing, climbing, lifting one's body.

TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)

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